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ABSTRACT

In 1986, a study was conducted at Illinois' William Rainey Harper College (WRHC) to gather follow-up data on transfer-oriented students one year after they had accumulated at least 48 semester hours of credit at WRHC. All 634 alumni meeting these criteria were surveyed concerning their current education/employment status, their evaluation of WRHC, and their activity pattern while at WRHC. Study findings, based on a 75% response rate, included the following: (1) almost 41% of the transfer alumni were employed full time, in comparison to 30% of the respondents in previous surveys; (2) an all-time low of 63.5% were enrolled in college; (3) the jobs held by the alumni were for the most part office or clerical (15.3%), business or finance (14.6%), retail stores (10%), sales (8.1%), food service (7.8%), and health fields (7.6%); (4) the percentage of students transferring into engineering fields was 13.5% in comparison to previous years' averages ranging from 4% to 11%; (5) the 1985 alumni were less likely to transfer to a field similar to their WRHC major compared to past alumni; (6) since 1974, transfer students maintained or improved upon their WRHC grade point average at every institution except one; (7) the persistence rate of WRHC transfers (86%) was higher than the rates of other community college transfers or four-year college transfers, but lower than the rate of native students; and (8) alumni felt WRHC did the best job in broadening their horizons, increasing their maturity and self-confidence, and improving their communication skills. Detailed findings and the survey instrument are included. (UCM)

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William Rainey Harper College

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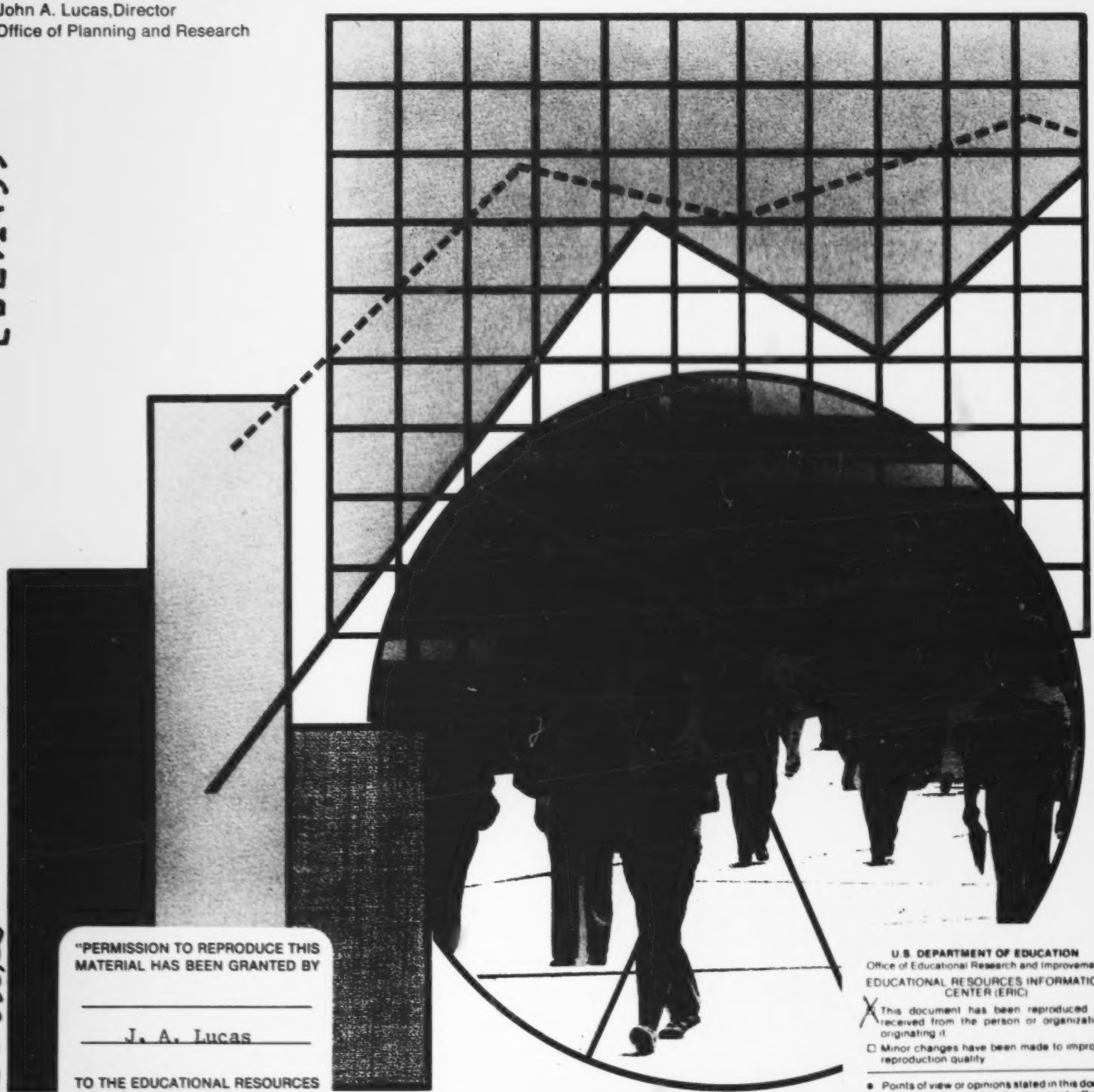
Follow-Up Study of 1985 Harper Transfer Alumni

Volume XVI, No. 1
August 31, 1987

John A. Lucas, Director
Office of Planning and Research



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A B S T R A C T

THE PURPOSE OF THIS STUDY WAS TO FOLLOW UP TRANSFER ORIENTED STUDENTS ONE YEAR AFTER THEY HAD ACCUMULATED AT LEAST 48 SEMESTER HOURS OF CREDIT AT HARPER COLLEGE. ALL 634 ALUMNI MEETING THESE CRITERIA WERE MAILED A SURVEY FORM ASKING ABOUT THEIR CURRENT STATUS, THEIR EVALUATION OF HARPER AND THEIR ACTIVITY PATTERN WHILE AT HARPER. AFTER FOLLOW-UP PROCEDURES WERE COMPLETED, A 75 PERCENT RESPONSE RATE WAS ATTAINED. DATA ON HARPER TRANSFER STUDENTS NOW ATTENDING FOUR-YEAR COLLEGES WAS ALSO ANALYZED.

THE RESULTS OF THIS STUDY SHOWED THAT PROBABLY AS A RESPONSE TO THE GOOD ECONOMIC ENVIRONMENT, MORE HARPER TRANSFER ALUMNI WERE EMPLOYED FULL TIME THAN EVER BEFORE. THIS FOLLOWS THE FACT THAT MORE OF THESE ALUMNI WERE EMPLOYED FULL TIME WHILE AT HARPER THAN EVER BEFORE. MOREOVER, THE PRESENT JOBS THESE ALUMNI HELD WERE AT A HIGHER PROFESSIONAL LEVEL THAN EVER BEFORE. AT THE SAME TIME, FEWER OF THESE TRANSFER ALUMNI WERE ENROLLED IN COLLEGE THAN EVER BEFORE AND THERE WERE FEWER REMAINING AT HARPER.

AMONG THOSE TRANSFERRING TO OTHER COLLEGES, THERE WAS MORE TRANSFERRING TO THE UNIVERSITY OF ILLINOIS/CIRCLE CAMPUS, AND TO ROOSEVELT THAN PREVIOUSLY REPORTED. ALSO MORE WERE TRANSFERRING INTO ENGINEERING PROGRAMS AND FEWER AS EDUCATION MAJORS. THE COSTS OF THE NEW INSTITUTIONS TRANSFERRED TO HAS CONTINUED TO RISE RAPIDLY AT OVER 10 PERCENT PER YEAR.

HARPER ALUMNI CONTINUE TO PERFORM WELL AFTER TRANSFERRING BOTH WITH REGARD TO GPA AND PERSISTENCE. ALSO THESE ALUMNI CONTINUE TO RATE HARPER WELL ON A WIDE VARIETY OF FACTORS.

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PURPOSE

The purpose of this study was to follow up all transfer oriented students one year after they had accumulated at least 48 semester hours of credit at Harper College. The study also examined transfer student data sent to Harper by the senior colleges and universities. This research project was designed to help evaluate how well Harper prepares its students to transfer into baccalaureate degree programs at a number of colleges and universities.

POPULATION SURVEYED

All 634 transfer oriented students who reached 48 or more semester hours during the 1984-1985 academic year were surveyed. After follow-up procedures were completed, the return rates achieved were:

	Number	Percent
Mail Responses	226	35.6
Responses Received Over the Phone	251	39.6
Total Number of Responses	477	75.2
Refused to Answer	16	2.5
Non-Forwardable	31	4.9
Could not be Reached by Phone	110	17.4
Total	634	100.0

In addition, all transfer data sent to Harper from senior institutions from 1983 to present was analyzed and included in this study.

METHOD USED

The survey form, shown in the appendix, was developed by the Office of Planning and Institutional Research in 1969 and modified over the years using input from vice presidents, deans, and directors. This instrument requests students current status, evaluation of Harper, and activity pattern while at Harper. This instrument and the cover letter were mailed to the target population one year after they had accumulated 48 hours at Harper. Three weeks later, a second mailing was sent to the non-respondents. After another three weeks, those still not responding were surveyed over the telephone. This study was conducted every year in the early history of Harper, but since 1975 it has been conducted every other year. Data from this 1985 alumni study is compared with data from the past surveys.

DISCUSSION OF RESULTS

There was a big change in what the 1985 transfer alumni were doing a year later as compared to past transfer alumni. Almost 41 percent were employed full time which was an all-time high. Normally only about 30 percent were employed full time. Moreover, 5 percent were unemployed and not in college which is also the highest in history as normally only 2-1/2 percent are unemployed. At the same time, only 63-1/2 percent of the 1985 transfer alumni were enrolled in college a year later and this is an all time low. In the '70s about 80 percent of the transfer alumni were enrolled a year later while in the early '80s about 73 percent were enrolled. Part of this drop in college enrollment can be attributed to fewer remaining at Harper. Only 14 percent of the 1985 transfer alumni were enrolled at Harper

DISCUSSION OF RESULTS (continued)

which is the lowest percent since 1973. In 1979 over 41 percent of the transfer alumni were enrolled at Harper. It is most probable that the good economic situation is motivating many transfer students to postpone their education and look for jobs. Perhaps later they will return to their educational goals.

The jobs these alumni held were for the most part office or clerical (15.3%), business or finance (14.6%), retail stores (10%), sales (8.1%), food service (7.8%) and health fields (7.6%). These jobs were at a higher professional level than ever before and the average full time annual salary was $18,000. About 70 percent of these jobs were in the Northwest suburbs.

There were also some changes in where these 1985 alumni transferred. There was a big increase in those transferring to University of Illinois/Circle Campus (10% vs. 4 to 6% in the past) and to Roosevelt (6.8% vs. 1 - 4% in the past. There was also an increase in the percent transferring into engineering fields-13.5% vs. 4 to 11% in the past- while the percent transferring into education programs continue to plummet (3.5% vs. 18.7% in 1973). The 1985 alumni were less likely to transfer into a field similar to their Harper major compared to past alumni. On a constant note these alumni reported about 90 percent of their credits successfully transferred. The cost of their new college continues to rise dramatically as it has increased 21 percent in the last two years.

In looking at the performance of these transfer alumni since 1974 these students have maintained or improved upon their Harper GPA at every institution with the exception of the University of Illinois/Champaign where Harper students drop a quarter of a grade point upon transferring. Some universities provide data on how Harper transfers compare against other students. These students represent all who transferred from Harper to a particular college not just those who earned 48 or more hours at Harper. The University of Illinois/Champaign provides the most complete data as they follow students for two years. As far as GPA is concerned, Harper students compare very closely to other community college transfers but their GPA is considerably below four-year college transfers and native students. However, the persistence rate of Harper transfers is 86 percent (graduated or still enrolled after two years) which is higher than both community college transfers and four-year college transfers but lower than native students. The field Harper transfers did best in was business and commerce while the field they did worst in was the physical sciences.

Four other colleges provided GPA comparisons for a particular semester only. Harper transfers to University of Illinois/Circle did better GPA-wise than other community college transfers. On the other hand, Harper transfers to Southern and Western Illinois Universities had a lower GPA than other community college transfers but a higher GPA than native students. Worse yet, Harper transfers to Eastern achieved a lower GPA than all other groups of students on campus. However, a longitudinal study following 1979 transfers from community colleges to four-year colleges showed Harper transfer students had both a higher GPA and a higher persistence rate than the average of all community college transfer students throughout the state.

The alumni were asked to evaluate the benefits they received from Harper. In overall times they rated Harper doing the best job in broadening their horizons, increasing their maturity and self-confidence and in improving their communication skills. As one would expect for a baccalaureate oriented curriculum, Harper did not do as well providing these students with managerial skills, specific job knowledge or technical job skills. These alumni were asked to comment on describing how Harper helped or hindered the transfer process. In analyzing the

comments two thirds of them were positive, 14 percent were mixed and only 20 percent were negative. The alumni were also asked to rate various services or aspects of Harper and to compare them to their new institution to which they have transferred. The aspects and services which were rated most positively were Disabled Student Services, human potential courses, teaching faculty, Admissions, tutoring, remedial courses, veterans services, records and registration, and Illinois Job Service.

When asked to rate the courses they took at Harper, the most beneficial courses were general business, speech, and English. Data processing, career planing and development, math and psychology were also rated very highly. These alumni listed a number of courses which had they taken at Harper would have been of benefit now in their present situation. The most frequently mentioned courses were in the areas of math and quantitative skills, communication, literature and humanities, and business.

When asked about the LRC, about one quarter of the alumni said they seldom used the facility. Among those who did, over half found it a good place to study and 43 percent indicated it was easy to check out books they needed. Only 4-1/2 percent had any bad comments about the LRC and most of these were about the noise level. Surprisingly fewer each year report AV material available in the media section was very helpful. Among the 1974 alumni one third said AV material was very helpful but this has declined over time to only 9 percent of the 1985 alumni saying it was very helpful. More than 60 percent used a computer while at Harper and among those who did three quarters found it a help in their present situation.

Some 40 percent of the alumni made changes in their major field while at Harper and of these, 30 percent used student development faculty to help them make this decision. Over half (53%) saw student development faculty at times other than registration. Among the 1985 transfer alumni who asked for help, 65 percent readily received help from a counselor which was a big increase from the past when only 40 percent of the alumni indicated they readily received counseling help. Only 14-1/2 percent of the 1985 transfer alumni received financial aid while at Harper, the lowest percent ever indicated in an alumni survey. The services received by students in the Financial Aid Office, however, continued to be rated very highly.

Alumni were also asked to describe their non-classroom activity while at Harper. The most beneficial activities cited were guest speakers, concerts, field trips, the Harbinger, and films. While at Harper, one quarter of these alumni were employed full time and all these alumni averaged 22 hours of work per week. Both of these figures are all time highs. Some 21 percent of the alumni participated in extra curricular activities at Harper and all alumni averaged 1-1/4 hours per week in these activities. This activity level has remained fairly constant since 1977. A total of 61 percent of these alumni spent some informal time on campus averaging 3 hours per week at the student center. This has remained fairly constant since 1981.

Finally, the alumni were asked to make any other comments they wished and 147 did take this opportunity. Among these comments 73 percent were positive about the College. As to type of comments made, most were overall observations, comments on specific faculty, Harper's value as a stepping stone to a university or comments about specific courses or programs.

MAJOR CONCLUSIONS

Probably as a response to the good economic environment, more Harper transfer alumni were employed full time than ever before. This follows the fact that more of these alumni were employed full time while at Harper than ever before. Moreover, the present jobs these alumni held were at a higher professional level than ever before. At the same time fewer of these transfer alumni were enrolled in college than ever before and there were fewer remaining at Harper.

Among those transferring to other colleges there were more transferring to the University of Illinois/Circle campus and to Roosevelt than previously reported. Also more were transferring into engineering programs and fewer as education majors. The costs of the new institutions transferred to has continued to rise rapidly at over 10 percent per year.

Harper alumni continue to perform well after transferring both with regard to GPA and persistence. Also these alumni continue to rate Harper well on a wide variety of factors.

SUMMARY OF RESULTS

Major Field While At Harper

	1975	1977	1979	1981	1983	1985
Business	22.9	33.1	31.9	33.8	32.1	33.7
Humanities and Liberal Arts	25.6	24.1	23.3	25.2	22.2	21.1
Engineering	4.9	7.0	9.9	8.3	9.4	10.9
Biological Sciences	8.9	8.0	9.0	6.4	5.5	7.6
Art	5.3	5.8	6.9	4.2	3.8	6.0
Psychology	4.9	2.9	1.5	2.0	3.7	5.2
Premedical Field	4.2	2.3	3.1	2.3	3.7	3.3
Music	2.4	1.5	1.9	2.5	2.8	2.3
Mathematics	1.7	1.5	2.0	.8	1.8	2.2
Education	4.8	2.8	2.2	2.5	6.2	1.9
Physical Science	2.3	1.8	2.9	4.9	2.1	1.8
Other Social Sciences	5.2	3.4	2.5	3.8	2.5	1.5
Physical Education	2.0	2.5	.3	1.9	2.5	1.3
Communications	1.8	.8	.6	.6	1.2	.8
Pre-Law	.7	1.5	1.1	.7	.4	.2
Architecture	2.4	1.0	.9	.1	.1	.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	449	398	324	683	679	474

Present Status

	1975	1977	1979	1981	1983	1985
Employed FT, not enrolled in college	17.4	17.6	10.2	18.2	20.1	28.3
Employed FT, enrolled in college part time	9.1	12.8	15.4	9.4	7.1	10.5
Employed FT, enrolled in college full time	2.4	1.8	4.0	3.1	1.9	2.1
Enrolled in college FT, employed part time	18.3	19.3	20.0	18.9	17.8	17.2
Enrolled in college FT, not employed	45.0	36.4	34.3	33.4	39.8	29.1
Enrolled in college PT, employed part time	3.1	5.3	5.3	4.2	5.3	3.6
Employed PT, not enrolled in college	1.6	1.5	2.8	6.4	3.5	3.3
Enrolled PT, not employed	2.0	2.5	5.6	2.9	2.4	1.0
Armed Forces	0	.3	0	.4	.1	0
Unemployed, not enrolled but seeking employment	.5	.7	.6	1.9	.9	2.1
Homemaker	.2	1.8	.6	.6	.7	1.3
Unemployed or not enrolled, other situations	.4	0	1.2	.6	.4	1.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	449	398	324	683	681	477

Educational Goals

	1975	1977	1979	1981	1983	1985
Presently enrolled FT in college	65.7	57.5	58.3	55.4	59.5	48.4
Presently enrolled PT in college	14.3	20.6	26.2	15.8	14.7	15.1
Plan to return to college next year	8.7	8.3	5.3	13.6	11.5	9.7
Plan to return to college some day	4.5	7.3	4.3	6.5	5.4	13.7
Enrolled now in specific training program	3.1	.3	.3	.8	.4	.4
Have no plans at present to continue education	2.7	3.0	2.5	1.9	3.8	6.7
Educational plans unknown	1.1	3.0	3.1	6.0	4.7	6.0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	449	398	324	682	681	634

Graduation from Harper

Associate in Applied Science	3.1	1.8	5.9	1.8	2.9	2.7
Associate in Science	15.2	13.1	19.2	23.6	19.4	19.5
Associate in Arts	39.6	40.9	41.8	29.5	31.4	41.0
Associate in Liberal Studies	0	0	.3	0	.3	.2
Combination of Degrees	3.3	.7	2.8	1.6	1.2	3.2
Certificate	1.6	2.3	.6	.9	.3	1.1
No Degree or Certificate	37.2	41.2	29.4	42.6	44.5	32.3
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	449	398	323	682	681	476

Reasons For Not Getting Degree

Did not meet all the requirements yet	3.4	4.2	7.4	37.5	39.9	36.7
Preferred transferring to another college	33.3	37.7	31.6	24.1	35.8	35.7
Did not want degree	1.7	0	5.2	8.9	4.9	8.8
Still enrolled at Harper	41.8	38.9	37.9	15.7	10.9	7.5
Job Demand	.9	1.2	0	.7	1.2	3.6
Had taken all courses I originally wanted to take	3.4	2.4	3.1	4.1	1.0	2.6
Educational goals were not defined	4.3	2.7	1.0	2.5	.7	1.6
Family responsibilities	.9	.6	0	.7	.7	1.6
Personal problems	5.1	4.5	2.1	.5	.3	1.6
Harper offered no further courses I wanted	.8	3.6	1.1	1.7	.5	1.3
New job opportunity	.9	1.8	0	.3	1.5	.7
GPA was too low	0	0	0	0	0	.6
Saw no relationship between courses and my personal, occupational or educational goals	--	1.2	1.1	.3	.3	.3
Did not bother to petition	--	--	--	--	1.3	0
Moved	.9	1.2	0	.9	.7	0
Left Harper without transferring to another institution or specifying why they did not complete a degree at Harper	0	0	9.5	1.7	.3	0
Was not given proper guidance	1.7	0	0	0	0	0
Problem in financing further education	.9	0	0	.4	0	0

EMPLOYMENT

Classification of Present Occupation

	1975	1977	1979	1981	1983	1985
Office or Clerical	9.4	13.1	14.0	11.5	9.9	15.3
Business or Finance	12.1	15.9	20.7	12.1	16.9	14.6
Retail Stores	17.0	12.2	14.9	13.4	9.9	10.0
Sales	6.0	4.5	6.2	7.1	10.1	8.1
Food Service	0	8.1	7.8	10.6	10.8	7.8
Medical Fields	5.4	4.7	6.2	4.4	4.7	7.6
Trades	8.1	7.9	9.1	4.3	5.5	5.7
Engineering or Related Technology	6.0	5.2	3.3	4.3	3.2	5.5
Computer Field	--	--	--	3.1	3.7	3.8
Factory/Semi-skilled	8.1	10.3	3.3	7.3	2.6	3.6
Educational	6.7	5.2	5.0	3.7	4.4	3.4
Communication or Entertainment	0	0	1.7	2.4	2.8	3.3
Unskilled/Custodial	--	--	--	5.3	3.7	2.9
Social or Religious	2.0	2.8	1.2	2.0	1.1	2.9
Art or Humanities	2.7	1.1	.4	1.8	1.2	1.5
Transportation	0	3.9	0	2.1	2.4	1.3
Legal, Governmental or Political	.7	3.4	3.3	1.7	2.4	.8
Scientific	2.5	1.3	2.5	.9	.5	.8
Police/Fire/Security	--	--	--	1.5	2.6	.6
Agricultural or Environmental	0	.4	.4	.5	1.6	.5
Other	7.4	0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	149	233	121	399	379	308

Level of Employment

Status Rating	Status Description						
1	Unskilled labor	13.9	14.4	13.5	11.7	7.4	6.3
2	Semi-skilled labor	37.9	34.9	25.4	33.2	29.1	25.5
3	Technical/Skilled labor, foreman	11.7	17.5	17.8	17.9	16.7	15.9
4	Beginning Professional	25.0	27.9	31.9	29.9	35.7	42.2
5	Experienced professional second line supervision	8.4	4.4	10.3	7.0	10.1	9.1
6	Researcher/Middle Management	2.2	.9	.6	.3	.5	.7
7	Vice President Level or Higher	.8	0	.5	0	.5	.3
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	227	229	185	394	378	302
	Mean Status Rating	2.86	2.76	3.04	2.88	3.16	3.26

Relatedness of Job to Major at Harper

Index	Degree of Relatedness	1975	1977	1979	1981	1983	1985
3	Identical	10.6	10.9	13.9	7.7	10.8	14.6
2	Closely Related	14.1	13.9	22.5	16.5	15.8	19.2
1	Somewhat Related	19.0	18.7	20.8	23.0	17.4	26.3
0	Not Related	56.3	56.5	42.8	52.8	56.0	39.9
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	237	230	182	405	379	308
	Mean Relatedness Index	.79	.79	1.07	.79	.82	1.08

Annual Salary Range

Under $5,000	3.4	1.7	1.2	.6	0	.8
$ 5,000 - $ 6,999	20.3	12.2	0	0	1.2	2.3
$ 7,000 - $ 8,999	24.8	13.9	9.5	3.3	4.7	1.5
$ 9,000 - $ 9,999	10.7	14.8	15.5	6.1	4.1	3.0
$10,000 - $11,999	13.3	15.7	19.0	13.3	14.1	12.9
$12,000 - $14,999	7.9	21.7	15.5	25.0	18.2	18.2
$15,000 - $19,999	12.5	14.8	15.0	28.9	25.9	25.7
$20,000 - $24,999	5.3	3.5	7.1	13.9	17.7	23.5
$25,000 - $30,000	1.8	1.7	6.0	3.9	9.4	7.6
$30,000 - $40,000	0	0	1.2	3.3	4.7	3.0
$40,000 - $50,000	0	0	0	1.7	0	1.5
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	113	115	84	180	170	132
Mean Salary	$9592	$11839	$14497	$16881	$17588	$18062
Median Salary	$9125	$10944	$12923	$15288	$16477	$17132

Areas That Benefited Students While at Harper College

	1981		1983		1985	
	Number	Mean Index	Number	Mean Index	Number	Mean Index
Broadened Horizons	198	1.30	161	1.30	134	1.51
Maturity and Self Confidence	194	1.15	170	1.18	136	1.38
Communication Skills	193	1.04	171	1.01	135	1.27
Managerial Skills	187	.75	165	.73	127	.85
Specific Job Knowledge	191	.60	163	.54	132	.73
Technical Job Skills	189	.50	162	.47	130	.68

Index: 2 = Harper helped considerably
1 = Harper helped somewhat
0 = Harper did not help at all

Method of Finding a Job	1977	1979	1981	1983	1985
Family, relative, or friend helped me	15.4	32.3	25.4	23.9	31.4
Found my job all on my own	22.7	9.7	38.2	27.5	29.4
Newspaper	6.8	17.8	12.0	11.2	16.4
Working on same job which I had before enrolling at Harper	44.0	15.3	12.5	20.2	10.8
Employment agency	.9	3.2	4.4	2.5	3.7
Another college helped me	--	3.2	.8	1.1	2.3
State Job Service	0	1.6	2.6	5.1	2.0
Coordinator of my program	2.6	4.8	1.3	0	1.3
Employer approached student	0	0	0	0	.6
Faculty member helped me	2.5	2.4	.8	3.4	.5
Placement test	2.6	.8	.2	.6	.5
Armed Services	0	0	0	0	.3
Public library, park district, community theater, high school, church	--	--	.8	1.7	.3
Temporary employment service	0	0	0	0	.3
Internship program at Harper	0	0	0	0	.2
Other college staff or offices helped	--	--	.8	1.7	0
Employer referral	--	--	.2	1.1	0
Placement office helped me	2.5	8.9	0	0	0
	100.0	100.0	100.0	100.0	100.0
Number of Responses	117	124	388	178	306

Geographic Location of Jobs

Job Location	Distance Index	1977	1979	1981	1983	1985
Downtown	2	2.1	5.4	4.2	3.4	8.0
Outer fringes of Chicago	1	6.5	9.2	3.1	4.1	3.4
Northwest Suburbs	0	67.6	52.4	72.7	78.8	70.1
Other Chicago Area Suburbs	1	9.1	16.8	9.5	7.1	7.3
Within 40-100 miles of Harper	3	3.9	7.6	5.6	2.1	7.0
100-500 miles away	4	6.9	7.0	3.4	1.3	2.6
More than 500 miles away	5	3.9	1.6	1.5	3.2	1.6
		100.0	100.0	100.0	100.0	100.0
Number of Responses		232	185	405	379	308
Mean Distance Index		.78	.96	.59	.46	.66

EDUCATION INFORMATION

College or University Enrolled In

All Alumni Enrolled in College

	1975	1977	1979	1981	1983	1985
Northern Illinois	19.8	24.8	14.8	21.3	15.4	15.7
Harper	20.1	26.1	41.3	22.1	22.6	14.0
University of Illinois/Chicago	5.3	5.2	3.3	4.1	5.5	10.0
Other Colleges	12.3	9.1	8.5	10.6	9.9	8.0
University of Illinois/Champaign	9.7	5.2	4.4	6.8	6.3	8.0
Roosevelt	.3	.3	1.8	4.9	3.4	6.8
Southern Illinois	5.0	6.4	3.7	1.9	3.0	6.0
Illinois State	5.0	5.2	5.9	6.1	7.1	5.3
Eastern Illinois	3.9	.6	4.4	2.0	4.0	3.7
DePaul	.8	.6	1.1	1.8	2.4	3.2
Northeastern Illinois	3.3	4.8	1.5	3.1	4.0	3.0
Elmhurst	3.1	1.0	1.5	2.3	1.8	2.7
Loyola	1.1	1.9	1.9	3.5	2.2	2.3
Western Illinois	4.7	1.6	1.5	1.6	3.2	2.0
Barat College	.3	.3	0	0	.6	1.0
Triton	.3	0	.4	0	.2	1.0
Wheaton	0	.3	0	0	.2	1.0
Bradley	0	.3	.7	.8	1.6	.7
University of Iowa	.2	.7	.4	.6	1.2	.7
University of Wisconsin/Madison	1.1	1.6	1.5	1.0	.4	.7
University of Wisconsin/Whitewater	.6	0	0	.2	.2	.7
Oakton	0	0	0	0	0	.7
Art Institute of Chicago	0	0	.3	.2	0	.7
National College of Education	.5	.3	0	.4	.2	.6
Arizona State University	.3	1.6	.7	.9	1.0	.3
Lake Forest College	.5	0	0	0	.8	.3
George Williams College	.6	.3	0	.4	.8	.3
Columbia College	0	0	0	.6	.6	.3
Trinity College	.3	0	0	.8	.2	.3
Western Michigan	.3	.3	0	.2	.6	0
Marquette	.3	0	0	.6	.4	0
University of Arizona	.3	1.3	.4	0	.2	0
IIT	0	0	0	.6	0	0
College of Dupage	0	0	0	.6	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	359	311	271	489	504	300

EDUCATION INFORMATION (continued)

College or University Enrolled In

Only Alumni Who Left Harper College

	1975	1977	1979	1981	1983	1985
Northern Illinois	24.8	33.5	25.2	27.3	20.0	18.2
University of Illinois/Circle	6.6	7.0	5.6	5.2	7.2	11.6
Other Colleges	15.5	12.2	14.4	13.4	12.8	9.3
University of Illinois/Champaign	12.1	7.0	7.5	8.7	8.2	9.3
Roosevelt	.4	.4	3.1	6.3	4.4	7.9
Southern Illinois	6.2	8.7	6.3	2.4	3.8	7.0
Illinois State	6.2	7.0	10.1	7.9	9.2	6.2
Eastern Illinois	4.9	.8	7.5	2.6	5.1	4.3
DePaul	1.0	.8	1.9	2.4	3.1	3.7
Northeastern Illinois	4.1	6.5	2.6	3.9	5.1	3.5
Elmhurst	3.9	1.3	2.5	2.9	2.3	3.1
Loyola	1.4	2.6	3.2	4.5	2.8	2.7
Western Illinois	5.9	2.2	2.6	2.1	4.1	2.3
Barat College	.4	.4	0	0	.8	1.1
Triton	.3	0	.6	0	.3	1.1
Wheaton	0	.5	0	0	.3	1.1
Bradley	0	.4	1.3	1.0	2.1	.8
University of Iowa	.3	.9	.6	.8	1.5	.8
University of Wisconsin	1.4	2.2	2.5	1.3	.5	.8
University of Wisconsin/Whitewater	.7	0	0	.3	.2	.8
Oakton	0	0	0	0	0	.8
Art Institute of Chicago	0	0	.6	.3	0	.8
National College of Education	.7	.4	0	.5	.2	.8
Arizona State University	.4	2.2	1.2	1.2	1.3	.4
George Williams	.7	.5	0	.5	1.0	.4
Lake Forest College	.7	0	0	0	1.0	.4
Columbia College	0	0	0	.8	.8	.4
Trinity College	.4	0	0	1.0	.3	.4
Western Michigan	.3	.4	0	.3	.8	0
Marquette	.3	0	0	.8	.5	0
University of Arizona	.4	1.7	.7	0	.3	0
IIT	0	.4	0	.8	0	0
College of DuPage	0	0	0	.8	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	287	230	159	381	390	258

Other Colleges or Universities Enrolled in by 1985 Transfer Alumni

St. Louis School of Pharmacy
DeLourdes
University of Wisconsin/Oshkosh
Lewis University
Rock Valley College
Rochester Institute of Technology
Tri-State University
Valparaiso University
Community College of the Air Force
Kendall College
Iowa State
Mundelein
Gordon College, Wenham, Maine
Winona State University
Kendall School of Design
Taylor University
Rush University
Moody Bible Institute
University of Dayton
Quincy College
Florida Atlantic University
University of St. Louis
Elgin Community College
University of North Dakota

Class Standing

Class Level	Level	1975	1977	1979	1981	1983	1985
Freshman	1	0	.6	.7	.2	.6	.7
Sophomore	2	16.0	22.3	21.6	16.7	17.1	7.3
Junior	3	73.0	66.7	56.4	62.5	69.2	47.0
Senior	4	6.5	7.8	19.8	17.7	10.5	38.0
Professional School	5	.3	0	.4	1.9	1.2	.7
Graduate School	5	3.1	.6	0	.2	1.0	4.7
Unclassified		1.1	2.0	1.1	.8	.4	.8
Number of Responses		356	309	273	486	504	299
Average Class Level		2.97	2.85	2.97	3.05	2.97	3.41

Present Major Field	1975	1977	1979	1981	1983	1985
Business	25.9	34.0	37.1	33.0	34.2	31.7
Engineering and Technology	4.2	8.1	11.6	11.0	9.5	13.5
Medical and Health Fields	4.7	3.2	7.0	5.6	5.5	7.0
Biological Sciences	5.5	3.7	6.5	3.8	4.7	6.0
Psychology	11.2	4.7	2.7	4.2	5.3	5.4
Other Social Sciences	3.8	4.4	3.5	6.0	5.6	4.7
Humanities and Liberal Arts	3.8	3.2	5.1	4.9	3.4	4.0
Art	6.6	7.0	5.1	3.8	3.4	3.7
Education	11.6	6.8	4.6	4.7	6.6	3.5
English/Literature/Speech/Theater	6.4	1.0	1.1	2.4	2.4	3.5
Computer Science	--	1.6	1.1	4.6	3.8	3.4
Journalism	.9	1.9	1.9	1.9	5.7	3.3
Physical Education & Recreation	2.0	4.2	1.6	2.5	1.8	2.0
Mathematics	1.3	1.3	1.1	1.3	1.6	1.7
Agriculture and Conservation	0	2.9	1.6	1.0	.2	1.7
Music	--	--	1.9	1.2	2.6	1.3
Physical Science	4.0	1.8	2.7	2.4	1.0	1.0
Home Economics	.9	1.9	1.6	1.3	1.0	1.0
Architecture	1.7	.3	0	.4	.4	.7
Law Related	.4	2.9	1.6	2.4	.6	.3
Language	.9	1.0	.6	1.4	.1	.3
Food Service & Hotel Management	--	1.0	0	.2	.6	.3
Other	1.7	1.0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	236	309	185	489	503	299

Relatedness of Major at Present College to Major at Harper

Relatedness Index	Degree of Relatedness	1975	1977	1979	1981	1983	1985
3	Identical	46.7	53.5	46.8	39.2	46.8	38.5
2	Closely Related	24.8	20.9	30.2	29.5	24.5	29.1
1	Somewhat Related	16.2	16.0	14.9	20.8	17.5	18.6
0	Not Related	12.3	9.6	8.1	10.5	11.2	13.6
		100.0	100.0	100.0	100.0	100.0	100.0
	Number of Responses	334	282	235	482	498	290
	Mean Relatedness	2.06	2.18	2.16	1.97	1.07	1.92

Transferability of Courses

Portion of Courses Taken at Harper Which Were Transferred	1975	1977	1979	1981	1983	1985
0 - 20 percent	.4	0	1.3	1.4	1.0	.4
20 - 40 percent	0	0	.9	1.4	1.0	2.2
40 - 60 percent	1.0	1.9	2.3	3.1	1.9	2.2
60 - 80 percent	2.9	2.0	7.2	6.1	6.0	6.3
80 - 90 percent	7.2	11.0	9.4	10.6	15.3	13.0
All but 2 or 3 courses	11.6	11.4	12.6	14.6	16.9	15.7
All but one course	17.3	9.8	11.6	13.9	13.1	14.1
Transferred all courses	49.6	63.9	54.7	48.9	44.8	46.1
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	277	255	223	424	413	270
Mean percent of courses Transferred	94.9	94.9	91.3	90.2	90.6	90.5

Grade Performance of Harper Alumni at Institutions They Are Now Attending Compared To Performance at Harper

Present College	1975	1977	1979	1981	1983	1985
Percent of students who earned a 3.0 cumulative GPA or better	58.9	58.3	63.9	60.5	57.2	56.9
Percent of students who earned below a 2.0 cumulative GPA	1.5	3.2	2.1	2.6	1.3	2.2
Mean cumulative GPA	2.96	2.98	3.03	3.00	3.00	3.01
Number of Respondents	268	218	238	352	458	137

Grade Performance of Harper Alumni
At Institutions They are now Attending
Compared to Performance at Harper (continued)

While at Harper College	1975	1977	1979	1981	1983	1985
Percent of students who earned a 3.0 cumulative GPA or better	48.7	41.7	62.7	54.8	53.3	61.3
Percent of students who earned below a 2.0 cumulative GPA	.4	.5	.8	2.4	1.3	.7
Mean Cumulative GPA	2.88	2.92	3.03	2.93	2.96	3.05
Number of Respondents	268	218	236	383	460	137

Annual Cost	1975	1977	1979	1981	1983	1985
Less than $500	9.5	15.0	9.9	9.3	7.8	4.3
$ 500 - $ 1,000	8.7	10.4	8.1	10.8	8.7	6.8
$ 1,000 - $ 1,500	8.7	8.1	3.7	7.0	6.0	3.1
$ 1,500 - $ 2,000	11.3	5.2	4.3	6.2	3.9	5.0
$ 2,000 - $ 2,500	22.0	12.1	8.1	4.9	4.3	4.3
$ 2,500 - $ 3,000	27.2	21.4	14.3	5.1	6.6	3.1
$ 3,000 - $ 4,000	(	(	28.6	17.6	13.6	11.2
$ 4,000 - $ 5,000	(	(	12.4	17.0	17.1	16.8
$ 5,000 - $ 6,000	(12.6	(27.8	(10.6	11.3	15.9	16.2
$ 6,000 - $ 7,000	(	(	(	6.6	5.4	14.9
$ 7,000 - $ 8,000	(	(	(	3.2	4.1	3.1
$ 8,000 - $ 9,000	(	(	(	.6	2.7	5.0
$ 9,000 - $10,000	(	(	(	.2	1.8	1.2
$10,000 - $12,000	(	(	(	.2	2.1	3.1
Over $12,000	(	(	(	0	0	1.9
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	231	173	161	471	485	161
Mean cost per year	$2084	$2148	$2927	$3324	$3919	$4734

Honors Programs Participated in at Present College

- I plan to participate in Tau Beta Pi or Phi Beta Kappa
- Institute of Electrical and Electronic Engineers (IEEE) offers free plant trips to various companies.
- SAM - Society of Advance Management
- Golden Key National Honor Society, but it is only for top 10-15% of juniors and seniors. This would not work at Harper.
- Illinois Association of Business Communicators.
- Some engineering society looks good on the resume. I am a member and treasurer of ASME (American Society of Mechanical Engineers). There are others for other majors such as IIE, IEEE.
- Yes, Mortar Board. I was invited to join. I think Harper should look into setting up honor boards for their students - it will help to create more school spirit.
- Alpha Mu Gamma - Foreign Language Honor Society
- Phi Theta Kappa at Harper

Experiences at Harper Which Aided the Transfer Process or Which Made it More Difficult

- There was a communication problem between counselors at Harper and at UIC. Many times their opinions with regard to what would be the correct classes to take conflicted.
- The compact agreement between Harper and NIU made the transfer much more convenient.
- I took a business law course after checking with a counselor to see if it met Northern's requirements - I found out later that it did the previous semester, but not that semester and subsequently I had to take another class the following semester.
- Harper provided a real mix of educational experiences from large lectures to very small foreign language and physics classes. The close working relationship with instructors was very valuable and enhanced the learning environment. It was quite a shock coming to the University of Wisconsin/Madison and having most classes of large lectures of 300 or more students. I miss the intimacy and availability of the instructors.
- I feel that your programs are set up great for students. The hardest part about transferring was the school was so much harder.
- The class work is comparable to Loyola and I also commute to Loyola, just like I did when I attended Harper.
- The inability to transfer business courses directly into Northern's business curriculum.
- Roosevelt has been able to help me take classes at Harper that will transfer there as well. Harper did not seem to be able to help me at all. Counselors should be more versed in what will transfer to other schools in the area at least.
- Counselor guidance helped in transferring courses to Ball State University. Quick replies in regard to transcripts also helped tremendously.
- I tried to take as many Elmhurst College transferable courses at Harper by following the Elmhurst/Harper course comparison sheet I received from Harper counseling.
- Taking the business courses I took helped me immensely in understanding the business world better.
- The counseling of Frances Brantley.
- The classes were competitive and teachers were of high quality.
- The big thing was preparation towards a 4-year college, but I find my university is less organized or structured sometimes than Harper.
- Harper/Kendall Trustee Honor Scholarship made transferring very easy. The instructors and their grading made the transfer to Kendall go smoother due to similar degrees of requirements and hardness.
- Good math and physics at Harper has helped plenty.
- Harper had excellent guidelines to follow transfer procedures.
- The best thing is that Northern took almost all of my credit hours from Harper. The one thing that I noticed was that Harper was a lot easier when it comes to testing but basically the material to cover is the same.
- Having the AA degree I came in automatically as a junior. I was able to take classes in my field right away.
- All of my computer classes (especially assembly language) helped considerably.
- My transfer was made a little more difficult because I was not made aware of the "tool course" requirements for Northern's College of Business. I ended up having to wait a semester before being admitted to the college. I told counselors my plans to start at NIU my junior year in the college and all they did was prepare me for general admission to the university.
- Using the articulation handbook regularly helped in making sure all my courses transferred.
- Harper had better teachers overall and therefore it was difficult to adjust to the decrease in teaching levels and skills.

Experiences at Harper (continued)

- The teacher I had for statistics, Bob Campbell, was a Purdue graduate. His style of teaching and his advice were excellent and made the transition easier.
- Getting an associate degree helped everything transfer.
- My transfer was made easier by keeping in touch with the counseling services, making sure that I was staying on target with the needed classes to transfer.
- Visits by other college representatives were helpful.
- As far as my major is concerned (psychology), my instruction by Drs. Ostrowski and Korpel has laid the best foundation for my continuation in the field I hope to pursue. They are two of the best instructors I have ever encountered.
- The counselors at Harper made the transition from Harper to UIC very easy.
- I only had a few problems. A counselor told me to take a finite math class and I ended up getting a "D" and I never even needed the class. Also, I wish Harper had some transferable theology classes.
- The grade point average was considerably higher for transfer students.
- The classes at Harper were very good and transferred directly to meet requirements.
- I worked closely with my present college and had them suggest exactly what courses I should take while I attended Harper.
- The availability of transfer credential books in the Guidance Office helped and the guidance counselors were helpful and knowledgeable in aiding my transfer process. Career tests, classes, guidance and pamphlets were also helpful. A career exploration class should be required for degree candidates, it really helped me narrow down a focus on my major and career interests and abilities.
- The teachers at Harper seemed to care about students. I gained quite a bit of confidence while attending (educationally).
- For Rush I needed eight hours of chemistry, one class inorganic, the other organic. If I stayed at Harper I would have to complete 4 classes (16 hours). Much of that chemistry was nonprofessional for nursing. The chemistry I have is nursing related.
- Phi Theta Kappa helped me to get accepted at this college.
- I worked with the people at U. of I., Chicago.
- Counseling was excellent. Gave me a direction and helped me with classes.
- Transition went smoothly.
- All of the classes I took ended up as electives, not applicable to EIU's curriculum. I had to take many level courses as a junior.
- Easier because of the help from the counseling office I-117. More students should be made aware of the importance of getting a 2-year degree to transfer to a university.
- Harper was easier for me and I went full time and worked 15 to 25 hours a week besides. Being away from home for the first time makes it difficult to begin with and to start off in junior level classes makes it even more difficult.
- The college I attend now published a listing of all courses transferable.
- Getting the degree helped a lot.
- I lost almost all of my art credits. I think someone should note that Harper's art program lacks the connection with production required to leave Harper and become a wage earning artist, or even to transfer and be competitive in another art school. Had I not changed my major to business/advertising, I would have found it difficult to be employed as an artist through my Harper background.
- The AA program allowed all my classes to transfer and enter as a junior at ISU.
- I did not really receive any counseling at Harper. I called up the university where I wanted to transfer and talked to a counselor there. The sheets that Harper puts out about transferable courses to various colleges are a good idea but I found they are difficult to understand. They should be written more clearly.
- Compact agreement and math courses are very important.

Experiences at Harper (continued)

- Harper's engineering program is very much like a "real" university (teachingwise). Others have called Harper "Harper High", but they are dead wrong - it can be difficult at time (i.e. Physics 201, 202, 203).
- The pact with Southern - if I got a degree from Harper they would accept all my courses.
- The help of counselors made the transition easier.
- Harper counseling is excellent. I usually checked with a counselor each semester to keep informed of changing requirements in my field - English. But, I also got excellent advice from the professors I studied under.
- Harper needs to have more courses that make the students think on their feet. Students cannot get by trying to memorize material, and it is relatively easy to do so at Harper, but it is not so easy at four-year institutions, especially in upper level courses.
- Help from counselors to plan the core classes needed to get into NIU's business college. Also, Mr. Daves (my accounting teacher for two years) helped a lot in giving me advice on how to study for the accounting equivalency exams at NIU. He told me what materials to get and study from and what Harper classes to take to prepare for the exam. I very much appreciate his help. I was a member and secretary of Phi Theta Kappa. Believe we could use a faculty member that would get more involved and be more responsible to the group.
- Transfer classes at Harper helped me to afford the School of Art Institute.
- Good counseling, good instructor.
- After high school I enrolled at Northern Illinois University. I attended only for one semester because of bad grades. At this time my academic standing at Northern was "academic probation". After Northern I attended Harper for two years. I received my AA degree at Harper, and decided to return to Northern to complete my computer science degree. I was under the impression that upon returning to Northern I would be given a "clean slate" and a new GPA at Northern, WRONG! According to Northern's handbook if a student leaves on academic probation, he then, no matter what, returns with that original GPA still intact. This was totally not known to me when I was speaking with the counselors at Harper. They (counselors) insisted that with my AA degree from Harper I would be granted "compact benefits" and a fresh GPA. I had to talk with many people at Northern before finally convincing them that I had made a mistake back when I first attended college, and that now I knew what I wanted. The problem that arose was that my old GPA (1.2 freshman year) was calculated in with my new GPA (3.0 junior year). This gave me a low GPA of 2.0, which was not high enough to gain entrance into computer science department. After 3 semesters of average grades my GPA still did not meet the minimum of 2.5. I then proceeded to explain to the chairman, dean, and many others that I was being treated unfairly, they totally agreed, but would not bend the rules! Finally, the chairman of computer science recalculated my GPA without the 1.2 and decided that my grades were, in fact, higher than 2.5 and in my final semester at Northern, I was a full-fledged computer science major. I should note that this ordeal, although it sounds troubling, was proof that if you want something bad enough just keep pushing until you get it. If you would like my opinions on how to avoid this situation, please feel free to contact me.
- The AA degree helped greatly.
- By taking the basic classes at Harper, the process went much smoother.
- I did not know I had to petition for graduation which caused some confusion.
- Audrey Inbody was extremely helpful in giving me information concerning courses that transferred to University of Illinois/Champaign.
- Excellent pre-engineering curriculum.
- It took a long time to get my transcripts sent to Whitewater.
- Harper offered me the freedom to explore all fields I was interested in, making me feel more comfortable in my choice for a profession.

Experiences at Harper (continued)

- I feel I received a quality education at Harper, which is in no way inferior to the much more expensive private institution I am now attending. Some of the professors were much more interesting than those I now have, not to mention being very approachable and helpful. Harper definitely prepared me for going on.
- Courses were much easier at Harper.
- The two introductory computer courses I took were not accepted because they are vocation oriented. For the most part I found the level of courses at Harper sufficient enough that I never felt lost by the level of difficulty at Quincy.
- Accounting classes do not prepare you properly for the accounting entrance exam. Poor counseling regarding transfer of pool courses.
- Every student should be sent a copy of the suggested curriculum for their major, and it should be stressed that the more closely this is followed the easier it will be to transfer to another university. The courses offered at Harper are excellent for preparing students to enter universities.
- My preparations for classes in my major field of study at DePaul were excellently presented to me by Harper faculty. Particularly, intermediate accounting with Mr. Strimling and economics with Mr. Kimmet.
- The biggest adjustment I encountered on transferring was adjusting to the different method of teaching. At Circle it is pretty much a self-taught school, meaning they hand you a book and you are expected to learn it. Another point that was hard to adjust to in transferring to Circle was the number of foreign instructors leading to a real language barrier.
- Compact agreement.
- Transfer was easy, Harper advisers were very knowledgeable about UICC transfer program.
- I requested my transcript to be sent to Northeastern and it never was sent. It held up my grade. I had to deliver it myself by hand! I requested my transcripts to be sent to Governors State University and they never were. They threatened to drop me from the school. I had to hand deliver my transcript again. All my colleges, Central Texas, Northeastern, and Governors State, I could depend on except Harper for mailing my transcripts without screwing up.
- Counseling - they helped me transfer in as a junior in the college of business at Illinois State University by making sure I took the classes I needed.
- I did receive advice from a counselor, and along with a counselor from the college I wished to transfer to was able to prepare a program most beneficial to my transferring needs.
- Yes, it was very difficult to adjust to the large principle courses. Larger lecture classes may make this transfer easier.
- I transferred with the packaged program.
- The AA degree could have helped if I had not changed majors. But I had to complete many general education courses for my new major. This should not be this way. The counselors could have done a better job of describing "tool" courses and how important they were.
- The courses (grading and in general) at Harper were much easier than at the University of Illinois/Champaign. This made it harder to get adjusted to the harder university.
- The transfer guides to the different colleges.
- All my courses prepared me for U. of I. I am troubled at how poor the facilities are. When I study I have to go to a junior college 30 minutes away. The professors are much too involved in research, thus are actually very poor teachers.
- It definitely helped me to become more disciplined in my study habits and prepared me for the future education/college atmosphere I was to encounter.
- My accounting did not transfer. I was told it would - I had to retake ALL of my accounting.

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Experiences at Harper (continued)

- The counseling service was very helpful in keeping contact with NIU for me. They updated the courses I would need to have to transfer to NIU. The AA helped knock out a lot of general education requirements so that I could concentrate on upper level courses.
- Harper's good reputation was known at Whitewater and I had no problem at all transferring my credits.
- Harper is an extremely good college. I feel that the quality of it was better than EIU which I currently attend.
- Harper helped me a lot. I grew up quite a bit while I attended Harper. I felt more in control and independent at Harper than at NIU. Harper treats their students more like adults than NIU. At Harper it is a lot harder to get an "A". Harper was a very good experience for me.
- I felt that Harper helped make my transfer to Elmhurst fairly easy with no real problems.
- One course, diff. equations, did not teach me fourier series. I need this knowledge now - I am expected to know this.
- Helpful counselors and university representative visit days were extremely valuable.

Summary of Comments

	1981		1983		1985	
	N	PCT	N	PCT	N	PCT
Mixed Comments	21	13.6	26	19.4	13	14.1
Positive Comments	85	54.8	76	56.7	61	66.3
Negative Comments	49	31.6	32	23.9	18	19.6
Total	155	100.0	134	100.0	92	100.0

Performance of Harper Students at Other Institutions

	1975				1977			
	N	Harper GPA	New Inst. GPA	Change in Performance	N	Harper GPA	New Inst. GPA	Change in Performance
Northeastern	12	3.38	3.62	+.24	13	2.81	3.24	+.43
Eastern Illinois	14	3.00	3.10	+.10	2	3.30	3.40	+.10
Univ.of Ill./Circle	19	2.72	2.91	+.19	16	2.93	3.14	+.21
Southern Illinois	18	2.94	3.09	+.15	19	2.89	2.96	+.08
Western Illinois	17	2.80	2.71	-.09	5	2.86	3.24	+.38
Illinois State	18	3.02	2.87	-.15	15	2.84	3.01	+.17
Northern Illinois	71	2.67	2.81	+.14	72	2.83	2.83	0
Univ.Ill./Champaign	35	3.22	2.95	-.27	15	3.23	2.92	-.31
All new Institutions	268	2.88	2.96	+.08	218	2.92	2.98	+.06

	1979				1981			
Northeastern	8	2.73	2.75	+.02	15	2.89	3.13	+.24
Eastern Illinois	11	2.85	2.65	-.20	10	2.62	2.96	+.34
Univ.of Ill./Circle	12	2.97	2.98	+.01	20	3.09	3.11	+.02
Southern Illinois	13	3.11	3.26	+.15	9	2.98	3.09	+.11
Western Illinois	6	2.87	2.93	+.06	8	2.80	2.62	-.18
Illinois State	22	2.86	3.02	+.16	30	2.86	2.97	+.11
Northern Illinois	46	3.07	3.00	-.07	104	2.89	2.91	+.02
Univ.Ill./Champaign	18	3.41	2.87	-.54	33	3.23	3.00	-.23
All new Institutions	238	3.03	3.03	0	383	2.93	3.00	+.07

	1983				1985			
Northeastern	19	2.89	3.42	+.53	4	2.80	3.25	+.45
Eastern Illinois	20	2.67	3.15	+.48	7	2.61	2.80	+.19
Univ.of Ill./Circle	27	2.93	3.17	+.24	17	3.39	3.13	-.26
Southern Illinois	16	2.75	2.88	+.13	10	2.88	2.94	+.06
Western Illinois	16	2.50	2.80	+.30	2	2.99	3.10	+.11
Illinois State	36	2.80	2.72	-.08	9	2.95	2.91	-.04
Northern Illinois	77	2.95	2.83	-.12	27	3.03	2.84	-.19
Univ.Ill./Champaign	31	3.25	3.12	-.13	15	3.44	3.03	-.41
All new Institutions	460	2.96	3.00	+.04	137	3.05	3.01	-.04

Average of Past Six Studies

Northeastern	95	2.91	3.31	+.40
Eastern Illinois	64	2.78	2.99	+.21
Univ.of Ill./Circle	133	2.98	3.08	+.10
Southern Illinois	99	2.90	3.03	+.13
Western Illinois	74	2.69	2.83	+.14
Illinois State	155	2.86	2.93	+.07
Northern Illinois	457	2.88	2.88	0
Univ.Ill./Champaign	183	3.24	2.98	-.26
All new Insts.	2047	2.93	3.00	+.07

Areas of Harper as Rated by Students -- 1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value

	1974	1975	1977	1979	1981	1983	1985
Hearing Impaired Service	--	--	--	--	1.69	1.68	1.69
Disabled Student Services	--	--	--	--	1.72	1.74	1.75
Human Potential Courses	--	--	--	--	1.98	2.10	1.75
Teaching Faculty	1.99	2.09	2.02	2.06	1.93	1.96	1.93
Course Selection	2.55	2.35	2.17	2.12	1.99	2.00	1.96
Women's Program	--	--	--	--	2.00	2.17	2.03
Admissions Program	2.35	2.30	2.19	2.24	2.18	2.11	2.04
Tutoring and Study Skills Improvement	--	--	--	2.19	1.86	1.91	2.05
Learning Resource Center	1.93	2.06	2.03	2.20	2.05	2.14	2.05
Remedial/Developmental Courses	--	--	--	--	2.06	1.98	2.07
Veterans	--	2.25	1.95	2.41	2.06	1.96	2.11
Illinois Job Service	--	--	--	--	2.23	2.07	2.14
Records and Registration	2.38	2.56	2.25	2.35	2.24	2.15	2.17
Learning Atmosphere	2.30	2.38	2.33	2.99	2.26	2.30	2.17
Health Service	2.52	2.45	2.19	2.28	2.11	2.16	2.26
Financial Aid	2.52	2.61	2.56	2.69	2.26	2.35	2.33
Other Students	2.53	2.64	2.55	2.57	2.44	2.07	2.35
Athletics	2.98	3.04	2.98	2.89	2.42	2.42	2.38
Student Activities	2.53	2.81	2.59	2.96	2.45	2.39	2.39
Intramurals	3.34	3.37	3.05	3.27	2.80	2.36	2.42
Counseling	2.95	2.86	2.62	2.81	2.78	2.64	2.48
Food Service	2.53	2.66	2.46	2.66	2.67	2.61	2.56
Placement	2.64	2.78	2.57	2.69	--	--	--

Evaluation of Harper Compared with Ratings of Other Colleges Attended

1 = Excellent
2 = Very Good
3 = Average
4 = Of Little Value
5 = Poor

Areas in Which Harper Rated Best	1981 Alumni Other College Rating	1981 Alumni Difference Other College Minus Harper Rating	1983 Alumni Other College Rating	1983 Alumni Difference Other College Minus Harper Rating	1985 Alumni Other College Rating	1985 Alumni Difference Other College Minus Harper Rating
Hearing Impaired Services	2.77	+1.08	2.50	+ .82	2.50	+ .71
Tutoring or Study Skill Improvement	2.52	+ .67	2.42	+ .51	2.73	+ .68
Disabled Student Services	2.64	+ .92	2.17	+ .43	2.17	+ .42
Illinois Job Service	2.46	+ .23	2.54	+ .47	2.55	+ .41
Records & Registration	2.68	+ .44	2.53	+ .38	2.56	+ .39
Human Potential Courses	2.33	+ .35	2.19	+ .09	2.12	+ .37
Remedial Development Courses	2.76	+ .71	2.24	+ .26	2.43	+ .36
Teaching Faculty	2.11	+ .18	2.04	+ .08	2.29	+ .29
Food Service	2.89	+ .22	2.84	+ .23	2.83	+ .27
Financial Aid	2.53	+ .27	2.41	+ .06	2.55	+ .22
Admissions Program	2.33	+ .16	2.25	+ .14	2.21	+ .17
Veterans Office	2.53	+ .47	2.47	+ .51	2.25	+ .14
Counseling	2.58	- .20	2.65	+ .01	2.61	+ .13
Areas in Which Harper and Other Colleges Rated About Equal						
Health Services	2.09	- .02	2.10	- .06	2.32	+ .06
Course Selection	1.88	- .12	1.91	- .09	2.02	+ .06
Learning Atmosphere	2.09	- .16	2.04	- .16	2.13	- .04
Learning Resource Center	1.84	- .21	2.04	- .10	2.02	- .03
Areas in Which Other Colleges Rated Best						
Other Students	2.09	- .35	2.09	+ .02	2.14	- .21
Women's Program	2.78	+ .78	2.34	+ .17	1.80	- .23
Intramurals	2.02	- .78	2.06	- .30	2.04	- .38
Intercollegiate Athletics	2.13	- .29	1.84	- .58	2.00	- .38
Student Activities	1.99	- .46	1.89	- .50	1.97	- .42

Courses by Rank Order of Their Net Benefit to the Alumni
— Courses Nominated Ten or More Times are Included

	1983 Alumni			1985 Alumni		
	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b	A Times Nominated As Most Beneficial Course	B Times Nominated As Least Beneficial Course	a/b
Speech	122	19	6.72	87	8	10.88
General Business	112	11	10.18	72	7	10.29
English	173	30	5.77	124	13	9.54
Career Planning and Development	33	11	3.00	24	3	8.00
Data Processing	65	19	3.42	60	8	7.50
Mathematics	155	32	4.84	106	17	6.24
Psychology	138	32	4.31	104	20	5.20
Human Potential Seminar	13	7	1.86	11	3	3.67
Secretarial Science	11	6	1.83	14	4	3.50
Child Development	21	12	1.83	20	6	3.33
Sociology	108	50	2.16	56	19	2.95
Economics	88	19	4.63	54	21	2.57
Chemistry	40	16	2.50	34	14	2.43
Education	12	5	2.40	7	3	2.33
Physics	15	9	1.67	20	10	2.00
Physical Education and Recreation	22	11	2.00	15	10	1.50
Art	28	21	1.33	23	16	1.44
Literature	55	34	1.62	33	23	1.43
Physical Science	11	9	1.22	11	8	1.38
Biology	81	42	1.93	48	36	1.33
Political Science	29	13	2.23	11	9	1.22
Humanities	60	43	1.40	35	29	1.21
Mechanical Engineering	16	5	3.20	7	6	1.17
Foreign Languages	27	23	1.17	19	17	1.12
History	36	25	1.44	22	20	1.10
Music	--	--	--	15	14	1.07
Philosophy	60	34	1.76	41	40	1.03
Anthropology	--	--	--	13	15	.87
Geology	13	10	1.30	10	13	.77
Astronomy	9	22	.41	6	15	.40
Total	1,557	578	2.69	1,104	437	2.53

Courses by Rank Order of Their Net Benefit to the Alumni — Courses Nominated Ten or More Times are Included

Year	Times Nominated as Most Beneficial Course	Times Nominated as Least Beneficial Course	a/b
1970	600	293	1.85
1971	1,208	582	2.08
1972	1,430	677	2.11
1973	1,085	420	2.58
1974	1,061	449	2.36
1976	940	447	2.10
1977	737	387	1.90
1979	821	397	2.07

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum

Math and Quantitative Skills -- 22

Computer Classes - 8
Math - 6
Statistics - 2
Personal Micro Computers
Experimental Design
IMS
CICS
Calculus
Trigonometry

Communications, Literature and Humanities -- 19

Speech - 5
Art - 2
Commercial Graphics - 2
Radio and TV
Business Writing
Philosophy
Advanced Design
Commercial Art
Photography
Communications Course
Logic
Speed Reading
Public Relations

Engineering -- 10

Mechanical Engineering - 2
Land Surveying
Blue Print Reading
Thermodynamics
Basic Electronics Theory
Circuit Analysis
Electronics
Telephone Engineering
CAD/CAM Design for Mapping Industry

Business Related Courses -- 17

Marketing - 4
Finance - 3
Typing - 2
Economics - 2
General Business - 2
Word Processing
Bookkeeping
Travel Industry
Job Awareness and Problem Solving

Self Development -- 10

Study Habit Courses - 2
Career Planning & Development - 2
Wood Working
Loom Weaving
Verbal Development
Recreation
Self Exploratory Course
Thinking Quick on One's Feet

Social Sciences -- 10

Political Science - 3
Social Service Skills
Geography
Psychology
Sociology
Social Science Courses
Geography for Travel Industry
Small Groups Processing

Additional Courses Which Would Have Benefited Students If They Had Been Included in His/Her Curriculum (continued)

Health Related Fields -- 6
Animal Science - 2
Physiology
Anatomy
Biochemistry
Nutrition

Agriculture Related -- 1
Park and Recreation

Science -- 1
Chemistry

Education -- 2
Child Development
Education

Vocational -- 2
On-the-Job Training
Architectural Technology

Summary of Types of Courses Which Would Have Benefited Former Students Had They Taken Them at Harper

	ALUMNI CLASS					
Type of Course	1974	1977	1979	1981	1983	1985
Math and Quantitative Skills	9	7	12	8	22	22
Communications, Literature and Humanities	17	8	14	18	33	19
Business	9	8	26	16	36	17
Social Science and Education	27	4	6	10	15	10
Self Development	7	9	4	5	7	10
Engineering	--	1	1	3	9	10
Health Related	11	4	1	1	5	6
Vocational	0	4	12	6	9	2
Education	2	1	1	1	4	2
Sciences	7	1	7	4	15	1
Agriculture Related	3	1	0	1	1	1
Total	92	48	84	73	156	100

Learning Resource Center Evaluation

	Percent					
	1975	1977	1979	1981	1983	1985
I very seldom used the LRC	18.7	26.9	30.9	32.0	30.9	26.4
I found the LRC a good place to study	64.8	53.5	45.4	54.3	42.9	53.0
It was easy to find and check out almost all books needed	46.2	36.7	44.1	36.1	50.7	42.6
The AV material available in media section was very helpful	30.8	25.1	17.9	13.6	13.4	8.8
I had trouble getting much of the material needed	4.8	4.2	4.3	3.0	4.1	1.7
Other good comments	3.7	3.7	4.6	4.4	4.1*	3.2*
Other bad comments	3.7	2.3	7.1	3.3	1.9	2.9**
Neutral comments	2.2	1.8	.3	1.0	1.3	.2
Total Responses	273	215	215	394	680	477

* Half of good comments concerned Tutoring
** Over half of bad comments concerned noise level or short open hours

Ways in Which Student Had Trouble Getting Much of the Material Needed

- Harper did not have a lot of the material I needed. I usually had to go to Arlington Memorial Library.
- The main problem I had concerned current magazines - for some reason it was always difficult to find the last month or two issues.
- I found it very frustrating to find research material, especially current magazines. (Ones printed in the last year).
- I remember going there a few times and asking the man at the desk for help. He talked to me as if I had no IQ at all. They were quite rude. I remember other students commented on the same thing.
- Needed more exposure to all services offered.
- Since in the DHY program, many of the necessary books and magazines were not available.
- It was a good place to study, but the selection of research materials was extremely poor.
- IA was not available.

Other Comments About LRC

- It was not a particularly good place to study due to the noise level. Quiet should be enforced. Lighting was poor in some areas also.
- Hours are not long enough.
- Good tutoring, very helpful.
- Terrible hours and it is too small.
- Hard to find a clock.
- Tutors were very helpful.
- Good, but did not use much.
- I liked the typewriters that were available.
- It is a terrible research facility. The numbering system makes it impossible to find anything.
- Suggestion: Put a change machine on the second floor of the LRC so people can more easily make photo copies and put scratch paper for jotting down Dewey Decimal System numbers by the card index.
- The tutoring center was great. The accounting homework lab was excellent. The tutors were very knowledgeable about the subjects and they were all extremely friendly. I made many friends there as well as getting help in my classes.
- Very good for studying. Good place to spend time between classes. Although I was able to use and to check out some books from Harper, I felt that it was necessary to also use the resources of Arlington Heights library and the Mt. Prospect library.
- I would have liked a silent study area that was partitioned off.
- The tutoring service is excellent and very helpful.
- Too noisy.
- Hours too short.
- When I did a paper for an independent study, I needed some unused material which was not available here or at Schaumburg Public Library. Harper's library acquired the material through inter-library loan for me within a week.
- I used the center only a few times for certain projects, but when I did use it I found it to be very helpful in all ways.
- I was a tutor at Harper. I liked the idea of free tutoring - it motivates the students that need help to get help.
- The best thing was the accounting homework lab with the tutors.
- The AV materials were helpful and a wide selection of AV material was offered re Shakespeare plays. However, the library seemed to be lacking material and did not provide an environment conducive to studying. It was often noisy and lacked comfortable areas for study.

Other Comments About LRC (continued)

- It helped when I had papers to write.
- Should use Dewey Decimal system.
- Typewriters were very helpful.
- Only used the LRC for study.
- Needed to get a drink or eat because of health problems and was not allowed to. Also I did not know that it is open to the public, was not aware of it, as a tax payer people should be aware of this.

Usage of Computers by Transfer Alumni

Instructional Terminals in "D" Building

	1981		1983		1985	
	N	PCT	N	PCT	N	PCT
Used facilities but had no comments on problems encountered	3	.5	3	.5	0	0
Used facilities and had no problem with access or with use of terminals	143	21.1	109	16.1	42	18.6
Used facilities but had problem with access or with use of terminals	73	10.8	40	5.9	11	4.9
Did not use this facility	455	67.5	525	77.5	173	76.5
Total	674	100.0	677	100.0	226	100.0

Instructional Terminals in "I" Building

Used facilities and had no problems with access	88	13.2	105	15.5	35	15.5
Used facilities but had problems getting access on terminals	51	7.6	66	9.8	12	5.3
Used facilities - no comment on problems encountered	1	.2	2	.3	3	1.3
Did not use facility	527	79.0	503	74.4	176	77.9
Total	667	100.0	676	100.0	226	100.0

Microcomputer Lab in Building "H"

Used facilities and had no problem with access	25	11.1
Used facilities but had problems getting access on the micro	13	5.7
Used facilities - no comment on problems encountered	0	0
Did not use facility	188	83.2
Total	226	100.0

Usage of Computers by Transfer Alumni (continued)

Microcomputer Lab in Building "J"	1985 N	1985 PCT
Used facilities and had no problem with access	47	20.8
Used facilities and had problems getting access on the micro	10	4.4
Used facilities - no comment on problems encountered	1	.5
Did not use facility	168	74.3
Total	226	100.0

Microcomputer Lab at Northeast Center		
Used facilities and had no problems with access	14	6.2
Used facilities and had problems getting access on the micro	5	2.2
Used facilities - no comment on problems encountered	0	0
Did not use facility	207	91.6
Total	226	100.0

Other Micro's or Computer Terminals Used at Harper	
Discover in Student Development Center - Building "A"	2

Usefulness of Computers or Terminal Work to Present Situation

	1979 PCT	1981 PCT	1983 N	1983 PCT	1985 N	1985 PCT
Used computer or terminals but did not indicate if it helped or not	0	1.0	0	0	0	0
Use of terminal and computer a help in present situation	34.6	27.6	170	25.5	101	46.3
Not relevant to present situation	29.1	18.5	117	17.6	31	14.2
Did not use the terminals at Harper College	36.3	52.9	379	56.9	86	39.5
Total	100.0	100.0	666	100.0	118	100.0

Usage of Computers by Transfer Alumni (continued)

Problems Using the Micro-Computer Lab in Building "H"

- Did not explain - 3
- They broke down quite often.
- I had problems with programs but was helped by the lab assistant.
- The main computer and/or printer was down often.
- Need more terminals.
- For CAD/CAM we could only use it during class time.
- For the one DPR class I had I had an awful teacher who offered no help and only confused me more. The student assistants were not much better.
- The system is made overly complicated.
- Computers went down a lot when needing programs done for a specific deadline.
- Computers down - could use more printers.
- Getting time on a computer.

Problems Using the Micro-Computer Lab in Building "I"

- Did not explain
- One day there was a 4 or 5 hour wait because the early registration took over all the time that was set aside for my class to use the computer.
- The turnaround time was usually more than an hour. I worked part time and I had a hard time getting my work done.
- Computer went down often which made turnaround bad.
- Card reader gave many problems.
- Too many people - not enough help.
- I had a Fortran 150 class - there was no one who knew that Fortran.
- I never could find any help during the day. My teacher was only part time and rarely available.
- The system goes down too much.
- When I took Fortran we had to use the cards, and that was bad.
- Over one hour turnaround time and several times the whole system was down.
- The teacher was not helpful.

Problems Using the Micro-Computer Lab in Building "J"

- Did not explain
- Too crowded
- Too many students, not enough computers.
- Some aides were very helpful, others were not.
- There was always a long waiting line to get a terminal, then you felt rushed to get off of it soon.
- It gets very busy and there are not printers available.
- There were times when it was a long wait to use a terminal - maybe an hour.

Problems Using the Micro-Computer Lab in Northeast Center

- Did not explain
- Because the center was not air conditioned in the summer, the computers were down often.
- Had a class at Schaumburg High School - if that is what is meant. Never used CAD/CAM Center.
- Not enough tutors.

Usage of Computers by Transfer Alumni (continued)

Problems Using the Instructional Computer Terminals in Building "D"

- The telephone lines were always full as well as the terminals.
- Problems in understanding the input of data.
- Too few terminals.
- During summer school, all finite math students were given an assignment, too many people at one time.
- My problems here were mostly learning the use of the computer. The system seldom went down.
- I had some problems using the printer in the next room.
- Down time.
- Not available/no help.
- Some times it was very busy and there would be a long wait.
- Long waiting list. Too many classes to compete with.
- The week before finals, the computer is too slow to respond. It makes a computer course even more aggravating. In addition, due to an incompetent terminal and a 250-line program has cost so much it had to be retyped three hours before the deadline. At the end of the semester, I suggested that these goofs learn a little more about the system than how to play computer games!

How Using the Computer or the Terminal
Helped Students in Their Present Situation

- It is important for all work situations to have experience with computer analysis.
- The exposure and experience made me more comfortable.
- It helped to get a feel for using a computer, but I think more classes should be offered in the business curriculum.
- Helped overcome my fear of using them.
- I now am setting up a computer system.
- I now work with them.
- I needed hands-on experience as I was very uncomfortable with computers.
- I will be using the computers again and using them at Harper helped familiarize me.
- Computer experience is a necessity.
- Understand more in DPR classes currently enrolled in now.
- Many classes here require you to have taken a previous computer course. They rely very much on students using computers to help in doing school work.
- The similarities between language and statistical programs between colleges have minimal differences.
- I am sure it will have future benefit although none so far.
- I am more familiar and at ease when working on any other computers here at NIU.
- I could not do my work without the terminal and I am ready for a technological update in the office.
- I have not had to use the skill I learned but I am sure they helped.
- Basic use helped me understand computer at work more easily.
- Little better background on programming.
- I brought up careers which I had chosen already and helped me decide.
- I use an IBM/PC at work to help do my job.
- I work on a word processor/D-base system.
- It made me more computer literate.
- It helped acquaint me with computers which are used in travel agencies.
- With other courses.
- With my statistics class.
- It has helped with other courses and it was good experience for a job.
- I needed Fortran to transfer.
- Because I am a computer science major.

Usage of Computers by Transfer Alumni (continued)

How Using the Computer or the Terminal Helped
Students in Their Present Situation (continued)

- Prepared me for classes at Eastern.
- I am more familiar with the proper usage of computers.
- Practical experience and terminology - big part of my present job.
- I work with IBM computers so the commands are familiar.
- Now when I use the computers at UIC I am much more comfortable.
- Because I was not totally foreign to a computer when I got to Iowa.
- It is my major.
- I come back often to utilize the A-Building Counseling Center and Discover.
- It has helped me understand my personal computer.
- I now use a personal computer at work.
- Explained to me basic computer language.
- It helped me to understand the simplicity of computers. I use them here at school.
- It has helped me become familiar with micro-computers, which allows me to use computers here at NIU with a minimum of instruction.
- I presently work with a computer system and a personal computer.
- I use computers now so the experience helped me.
- Adapt to computer use in the world.
- Because I had to take another computer class at EIU.
- I now have background to computers.
- It introduced me to several different editors and operating systems.
- Just getting acquainted is the toughest part - did this at Harper.
- I understand how computers work - a little.
- To a certain degree.
- Later in my education and on my job I was very versatile on a system because of my exposure at Harper.
- I have to write computer programs for some of my classes. I took Fortran.
- My experience at Harper has helped me often at the computers here.
- My major is now Math I/Computer Science at U of I./Champaign/Urbana.
- I am not afraid to use a computer anymore.
- I programmed a swim meet on our computer plus other programs.
- I use at my present job.
- I had never used a computer. I received some basic programming knowledge and exposure to the machines.
- Fortran has helped - so has Assembler.
- Currently use one on the job.
- I have become more familiar with hands-on-experience.
- Gives you hands-on experience, currently using IBM/PC.
- It has helped me find a job which has paid for my schooling.
- It served as background for courses I am taking at NIU, and helped me a little at work.
- Become familiar with a computer system so that I can learn to use other systems just as easily.
- Because of introductory educational value.
- Having some knowledge of any computer is always beneficial.
- Excellent Fortran class.
- It helped because at Illinois State University I took a data processing course and I had some understanding of using a computer.
- For the computers I have had to use at work.
- Computers in pharmacy are a very common practice.
- Familiarity with the computer.
- To program different programs for business uses.
- Related to my clinical experience in the classroom.
- Know how to write programs and operate computers.

Usage of Computers by Transfer Alumni (continued)

How Using the Computer or the Terminal Helped Students in Their Present Situation (continued)

- It gave me the "hands-on" experience with computers which is important now.
- It helped in my part-time job. I worked with computers from time to time. Also helped because I took other computer courses at Illinois State University.
- I had BAS/259 at Northern, so it helped.
- Became familiar with equipment and procedures for computer work I have since done.
- I work with computers every day at work inputting data and reading printouts.
- But only in the sense that I am familiar with computers now.

Why Using the Computer or the Terminals Was Not Helpful to Students in Their Present Situation

- Do not use them.
- I have no need for a computer at this time.
- I took only DPR-101 and MGT-225 - I have not used computers since.
- I have a PC and have learned a lot with it.
- I learned a little beyond what I already know.
- I am still a student.
- I have no need for computers right now.
- It only confused and scared me. I learned more on the job.
- I have not had to apply the techniques I learned on the "streets".
- I just used for one math class.
- The minimum requirements were inadequate to help.
- I am not in a computer related area right now in my job.
- I do not presently use a computer.
- I have no access to computers in my job.
- Totally different system.
- Our company does not currently use a computer -- with some luck we will soon.
- I do not use computers now.
- So far I have had no need to draw on that knowledge gained.
- NIU used different systems (Harris, Kay-Pro, Corona) and different software. What I learned at Harper on the IBM computer had nothing to do with what I use now at NIU. I may use it later when I start working, though.
- Do not need.
- No computer here at work.
- I am not majoring in computers at the present time.
- They were not related to my present computer usage - only good for course work.

Change in Education or Vocational Goals

	Change Index	1975	1977	1979	1981	1983	1985
More than one major change	3	7.5	9.9	6.2	9.7	8.9	8.0
One major change	2	21.5	21.7	23.2	22.0	20.6	23.2
Made only minor change(s)	1	11.0	19.3	19.0	12.6	9.8	9.4
Not sure if change made	0	8.0	5.7	8.5	5.0	3.7	2.6
Never	0	52.0	43.4	43.1	50.7	57.0	56.8
Total		100.0	100.0	100.0	100.0	100.0	100.0
Index of Change		.77	.92	.84	.86	.78	.80
Number of Responses		400	212	211	676	675	474

	1975	1977	1979	1981	1983	1985
Services Used in Making Changes						
Counseling	35.0	39.8	52.0	29.7	41.9	30.4
Made decision on own without outside help	70.6	41.7	14.2	36.7	39.2	27.7
Talk with friends or relatives	.6	3.7	2.9	30.4	28.3	25.8
Specific courses helped	3.1	3.7	11.8	20.0	20.8	20.4
Talk with faculty	5.6	7.4	14.7	22.7	23.8	15.0
Four-year college literature and catalogs	--	--	1.5	16.0	17.7	11.2
Career library	6.3	19.4	44.1	8.3	9.1	6.5
Magazine articles and job opportunity ads	--	.9	64.7	6.0	7.5	5.0
Placement office or job service	3.8	5.6	38.2	1.3	4.2	4.2
Employment situation	0	0	0	1.0	0	1.2
High school counselors	0	0	0	.3	0	.4
Was not accepted in major field	--	--	--	--	--	.4
Grades forced decision	--	--	--	--	--	.4
Counseling from 4-year college	--	--	1.0	.3	0	0
Requirements of major fields	--	--	1.0	0	0	0
Job availability in market	--	--	1.0	0	0	0
Courses available on schedule	--	--	1.0	0	0	0
Total students who made changes	160	108	102	300	265	260
Evaluation of Academic Advising at Harper						
Student saw counselor only at registration as required	35.3	49.1	50.2	42.0	38.6	47.0
Student saw counselor at times other than registration	64.7	50.9	49.8	58.0	61.4	53.0
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Respondents	340	175	267	676	674	473
Evaluation of Academic Advising System by Transfer Alumni who saw Counselors at times Other Than When Required at Registration						
Needed academic advice, but did not ask for it	3.8	1.7	3.4	1.3	4.1	6.8
Readily received help from a counselor	42.4	37.7	40.0	31.1	46.6	64.6
Had trouble getting counseling help needed	18.5	11.4	6.4	7.4	10.6	8.8
Advising received from a counselor was not very helpful	19.1	21.1	16.9	13.5	22.0	16.3
Advising received from a counselor was very helpful	27.9	30.3	17.6	18.6	36.2	22.0
Received helpful advice from a faculty member	22.4	28.6	18.0	13.9	34.5	25.7
Advice received from a faculty member was not helpful	1.5	.6	1.5	.6	.5	2.2
Number of respondents	340	175	267	302	414	228

How Students Had Trouble Getting
The Counseling Help They Needed

- Many of the courses I was advised to take at Harper were not recommended by EIU.
- They never seemed to know what was needed for a good solid engineering background.
- The counselors were too specifics oriented and they were specialists, always in a different field.
- Evaluation of credits.
- Counselor was always too busy - two times forgot appointment.
- I spoke with counselors and found that they do not know much about helping students.
- Wrong information about sciences and chemistry.
- Poor communications between UIC and Harper.
- None of the counselors had the information I needed.
- Poor services for transferring.
- Did not seem to know anything, were not very knowledgeable.
- The counselors appeared vague in their approach towards assisting you in your goals.
- They did not really seem to care for students, except Phil Troyer and Marty were outstanding and helpful.
- Because the counseling was sometimes inconsistent, advice was sometimes good and sometimes bad.
- They told conflicting stories of what you needed.
- The counseling services are terrible! Academic advise was not useful. Counselors wanted to put you in an existing program rather than help plan a personalized program. Counselors tended to be rude and not take the time to sit and listen. Extremely poor in helping to plan long term class schedules.
- There did not seem to be communication or knowledge in regard to the counseling.
- Did not find them very helpful.
- Counselors could only talk generally and gave you a big run around.
- It was hard to set a time for an appointment and the counselor I had did not know much (I felt).

How the Advising Students Received from a
Counselor Was Not Very Helpful To Them

- Most counselors seemed to give you their route and being older I had no time to waste.
- Did not really seem interested in me as an individual. Made me feel like a robot. Same advice no matter who it was.
- Did not explain to me about my GPA when I applied for graduation. I got a letter telling me my GPA was not high enough. Felt counselors should have told me about that.
- Not all of my courses transferred over and counselor said they would.
- Not too helpful as far as transferring.
- I am one year behind because of counseling. They did not advise about GPA.
- Was too general and not very clear. Also, an advisor who came from NIU (once a week) gave me information that was totally misleading.
- Was not prepared for a four-year college.
- There was only one counselor who dealt with U. of I./Champaign. She was the only one that really helped me but she was not always available.
- The secretaries and student aides knew more about what I needed than the counselors.

How the Advising Students Received from a
Counselor Was Not Very Helpful (continued)

- Did not give good or helpful advice.
- Too vague - got the impression they really did not want to get involved.
- Whoever I talked to told me I should be somewhere else. In fact, everyone I talked to said the same thing -- no help at all.
- I was told to take a class which I did not need.
- They never knew prerequisites for classes, general information about the school. Often gave me wrong advice.
- They could not give me the information needed to help me smoothly transfer to Arizona State University.
- There was one counselor that was not at all helpful.
- Very confusing.
- Depending on what counselor I saw it seemed I would get a different answer re requirements.
- They really do not get to the root of your problem. It seems like the response I always got was - it is your decision.
- When I just went in to see any counselor I was just any student to them -- kind of like the Navy.
- With a schedule problem I was once asked, "Well, what do you want me to do about it?"
- I needed hours to transfer and the counselor never told me, etc., etc.
- I found it very difficult to schedule classes because of the run-around advice of counselors.
- I did not understand the sequence of business requirements.
- Never received right information - everyone told me something different.
- Gave me inaccurate information regarding transferring courses.
- Did not prepare me for a four-year college.
- Received misinformation on entrance qualifications to NW, and bad information on accounting quality test.
- Very misinformed - received wrong advice.
- I needed much more information about transferring to other schools.
- Nobody told me U of I's teaching staff was this bad in the ME and EE departments.
- Vague, general answers that did not answer specific questions regarding transferring.
- It was a joke.
- Misguided me in two course offerings, which my transfer school would not accept.
- Accounting did not transfer. I was told it would.
- Pamphlets listing the LAS requirements for U of I/Urbana were incorrect in that two music courses, MUS-103, MUS-104, cannot qualify for humanities requirement as I was told by a counselor.
- The counselor did not seem interested in my goals.

How the Advising Students Received from a
Counselor Was Very Helpful To Them

- Told me exactly what I needed.
- Helped me to make sure I had what I needed for AA degree.
- When I returned at 26 - excellent help.
- Helped me decide which classes were better for me.
- For the most part, some decisions I had to make on my own.
- Frances Brantley was wonderful advisor - every school should have at least one like her.

Academic Advising at Harper (continued)

How the Advising Students Received From a
Counselor was Very Helpful to Them (continued)

- Helped me determine what classes to take to help me decide on my major.
- During my sophomore year I received helpful counseling concerning career goals. It was effective because the counselor seemed genuinely concerned about my future and helped me clarify my goals.
- When I had to transfer.
- Helped to clear up scheduling and most beneficial classes for me, according to career direction.
- Used transfer course listing for eventual transfer to UIC.
- Very helpful as far as obtaining my AS degree.
- I wanted to transfer to U of I and got much help from the engineering counselor who knew a lot about U of I.
- Some courses that I really felt I needed turned out to be unnecessary to get my degree.
- Helped me plan my schedule to get in all ten tool courses and classes to graduate from Harper.
- She told me exactly what I needed to take.
- Helped me choose between colleges I was thinking about attending.
- Frances Brantley helped sort out options and alternate courses.
- Helped in transferring and picking out right courses.
- I received a lot of help after I decided I wanted to go to Elmhurst and I was told most of the correct classes I needed to transfer.
- I believe in asking questions in order to learn and Harper's counselors really helped me find some answers.
- Helped explain catalog and requirements - much easier than the catalog.
- Knowledge in area of placement exams.
- Very courteous and helpful.
- Counselor was helpful in one area and not helpful in another.
- Helpful in explaining college requirements.
- My questions are always answered.
- Marty and Phil Troyer cared about their students.
- When I decided to go to Illinois State University a counselor helped me take the right courses so I could transfer in to Illinois State University as a junior.
- In planning a transfer program.
- One counselor had told me one thing and another one corrected it to help me on my way.
- The counselors were very helpful and available when I needed help with my education.
- Audrey Inbody was a very big help.
- CLEP testing, college transfer information.
- As I was coming close to graduating I needed some help in sorting out my classes, what I had, and what I still needed to fill requirements.
- When I finally decided I was ready to transfer and find a career path, Clete Hinton was very helpful (walk-in).
- Very good!
- Gave me good suggestions.
- I better understand which credits would transfer.
- It was just helpful.
- Good advice.
- The majority of counselors were helpful.
- A couple of times inquired to know where I stood and what I needed and had no trouble finding out.
- Phil Troyer was superb when he was a general counselor. Without his advice I would not have made it.

Academic Advising at Harper (continued)

How the Advising Students Received from a Counselor Was Very Helpful To Them (continued)

- It helped me in my choice of classes.
- Whenever I had a question they helped me to my decision.
- Phil Troyer and others were helpful.
- They made transferring to NIU much easier. It can get very confusing,
- I made many visits that helped me choose proper courses.
- Audrey Inbody at the Student Development Center in Building "I" helped me fulfill my graduation requirements.

Student Activities by Rank Order of Their Net Benefit to the Alumni

	1981			1983		
	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b	a Times Nominated As Most Beneficial Activity	b Time Nominated As Least Beneficial Activity	a/b
Harbinger	157	20	7.85	93	5	18.60
Concerts	192	16	12.00	76	10	7.60
Guest Speakers	168	11	15.27	68	11	6.18
Films	179	13	13.77	77	15	5.13
Field Trips	44	29	1.52	32	14	2.29
Studio Theater	46	23	2.00	23	12	1.92
Point of View	26	23	1.13	19	14	1.36
Radio Station/WHCM	56	41	1.37	24	22	1.09
Clubs	26	28	.93	20	19	1.05
Varsity Athletics	35	46	.76	25	24	1.04
Mini Courses	9	26	.35	8	8	1.00
Human Potential Seminars	23	28	.82	14	16	.88
Peer Counseling	17	29	.59	13	18	.72
Band, Orchestra, Choral	21	31	.68	16	23	.70
Student Senate, Program Board	13	47	.28	14	25	.56
Intramural Sports	33	46	.72	14	27	.52
Pom-Pon Squad	2	47	.04	2	30	.07
Other*	—	—	—	13	0	∞
Total	1047	504	2.07	551	294	1.88

*See Following Page

Student Activities by Rank Order of Their Net Benefit to the Alumni (continued)

	1985		
	a Times Nominated As Most Beneficial Activity	b Times Nominated As Least Beneficial Activity	a/b
Guest Speakers	43	6	7.17
Concerts	39	6	6.50
Field Trips	19	3	6.33
Harbinger	59	11	5.36
Films	37	8	4.63
Point of View	19	8	2.38
Human Potential Seminars	15	8	1.88
Studio Theater	12	7	1.71
Clubs	15	10	1.50
Mini Courses	6	4	1.50
Radio Station/WHCM	13	17	.76
Varsity Athletics	10	16	.63
Intramural Sports	7	13	.54
Peer Counseling	6	12	.50
Student Senate, Program Board	6	14	.43
Band, Orchestra, Choral	5	14	.36
Pom-Pon Squad	4	18	.22
Other*	19	0	∞
Total	334	175	1.91

*See Below

***Other Student Activities or Non-Classroom Experiences Which Were of Most Benefit to Students**

- Trip to Florida
- Helping disabled students
- Art shows
- One-on-one approachability of the professors
- Dance company and program
- Cafeteria and pool tables
- Phi Theta Kappa
- Musicals
- The school Board of Trustees
- Fashion Design I - Fashion show modeling
- Spring break
- Member and secretary of Phi Theta Kappa was a very rewarding experience, also modeled for the Fashion Department.
- French immersion weekend
- Betty Windham's way of teaching physics and Ray Moehrlin's style of teaching math.
- Shakespeare plays.

Evaluation of Office of Financial Aid

	1975	1977	1979	1981	1983	1985
Did not require or qualify for financial aid	67.3	64.6	65.0	67.8	66.6	76.5
Might have qualified, but I never got around to applying	10.8	10.6	9.4	5.9	4.4	4.9
Applied for financial aid - was turned down - was very dissatisfied with the operation of Financial Aid Office	2.2	2.0	3.9	1.2	1.4	1.0
Applied for financial aid, but was turned down; however, was reasonably satisfied with the performance of the office.	3.0	4.6	4.9	3.6	3.5	3.0
Received financial aid, but was not satisfied with the performance of the Financial Aid Office	1.5	.5	1.5	1.8	.9	.4
Received financial aid and was very satisfied with the performance of the Financial Aid Office	15.2	17.7	15.3	19.7	23.2	14.2
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	269	198	203	662	660	473
The Financial Aid Office at Harper helped me secure financial aid at the institution I am now attending	1.5	.5	.5	1.5	2.3	1.5
Ratio of satisfied to dissatisfied with performance of Financial Aid Office	4.9	8.8	3.7	7.7	11.7	11.6

HARPER EXPERIENCE

Hours worked per week While Attending Harper	1975	1977	1979	1981	1983	1985
I did not work	11.7	9.9	13.3	8.8	11.1	8.8
1 to 5 hours	.7	2.4	1.5	.8	.3	.6
6 to 10 hours	3.3	4.3	4.3	2.0	2.1	3.3
11 to 15 hours	6.6	9.5	7.0	8.0	7.5	6.0
16 to 20 hours	19.8	25.1	30.4	27.2	25.3	23.2
21 to 25 hours	26.6	16.6	21.7	21.9	21.2	24.4
26 to 30 hours	10.9	12.3	7.1	11.3	13.5	8.4
Over 30 hours	20.4	19.9	14.7	10.0	19.0	25.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	274	211	323	679	676	475
Mean number of hours	21.02	20.31	18.99	21.3	21.0	22.0

Relation of Work to Major Field at Harper College

	1975	1977	1979	1981	1983	1985
Identical	22.4	20.1	19.6	17.6	20.4	16.6
Related or Beneficial	22.4	19.6	24.7	21.2	16.8	20.7
Of Little Benefit	55.2	60.3	55.7	61.2	62.8	62.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	246	189	280	609	594	391

Hours Spent Per Week in Extra Curricular Activity

Did not participate	73.4	80.1	79.0	79.4	76.0	78.7
1 to 3 hours per week	14.2	10.4	11.1	11.9	11.7	9.9
4 to 7 hours per week	5.8	5.2	4.6	3.9	3.9	5.1
8 to 12 hours per week	2.5	1.4	2.5	3.1	3.4	3.1
Over 12 hours per week	4.0	2.9	2.8	1.7	5.0	3.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	275	211	324	635	676	473
Mean Number of Hours	1.46	1.06	1.14	1.02	1.54	1.26

Hours Spent Per Week Informally in Student Center

Less than one hour	28.1	33.2	33.0	38.2	45.2	39.1
1 to 6 hours	48.9	52.6	55.0	50.9	44.4	49.0
7 to 12 hours	20.5	11.4	10.5	8.7	8.6	9.0
12 to 20 hours	1.8	2.8	.9	1.7	1.2	2.7
Over 20 hours	.7	0	.6	.5	.6	.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	278	211	324	636	675	474
Mean number of hours	4.27	3.54	3.39	3.19	2.94	3.15

Other Comments

- I graduated from high school with a poor attitude toward education. Thanks to Harper I was given the chance to re-evaluate my status and prove that I was able to achieve academic excellence.
- I feel Harper is a very good school overall, and it also helped me fulfill my general requirements.
- Some of the classes which I took happened to be NIU courses. (I had not known). They were of great help. It gave me a good understanding of the field. I feel I would not have done as well had I taken the same courses at NIU.

Other Comments (continued)

- Overall, good educational training.
- I just feel there should be more attention given to students transferring to various colleges. I had to seek out most of the information on my own. I had a lot of difficulty with making sure I did not get a class that did not transfer, so I would not be behind.
- I enjoyed my years at Harper. I am disappointed it was never turned into a four-year college.
- Perfect opportunity for college if you are not really sure what you want to do.
- I think the courses offered at Harper are not up to the standard of those offered at four-year colleges. At Harper most courses did not require homework to be turned in or even have a final. This is definitely not the case at the university. At the university I have to work twice as hard as I did at Harper to maintain the same grades.
- I am glad I went there. More communications with art faculty and School of Art Institute should take place, so that more art students will be able to transfer art and liberal arts credits.
- I wish it were a four-year university. Very good program - I am happy with my experience at Harper and when I can start up my education again, I am sure my two years at Harper will help me to be successful in finishing my degree. I recommend the school to all my friends.
- The Harbinger is very bad — just plain boring.
- Harper is a good school and has a good curriculum. I learned a lot and it helped in the computer field. It is a good location and it should be expanded to a four-year university.
- The faculty of the art department was very good when I was attending Harper.
- I strongly recommend everyone to take Human Potential Seminar.
- I enjoyed attending Harper and made many friends - there was not as much to do on the weekends as at NIU.
- I think the education I got at Harper was quite adequate.
- The teachers, as a whole, were quite good. However, I did have a few which raised questions in my mind as to Harper's method of hiring.
- Excellent community college! I feel I received an excellent education and I am qualified to attend and finish my education at a four-year college. Keep up the quality.
- I enjoyed studying at Harper but it was hard to feel a part of it because it is a commuter school. Dr. Mulvihill I consider to be one of the finest teachers I have had - excellent teaching techniques.
- Harper offers a lot of choices and conveniences to the wide range of students in the community. I felt adequately prepared by my Harper preparation. I think some educational and grading standards could be heightened. If you expect more out of students, you will get more. I was very concerned with the large percentage of students who drop classes. I think more should be done to help a student through the rough times and encourage them to finish what they have started. The greatest concern is for the 18 to 19 year old students who are not very serious about school. It was encouraging to me to see the number of older returning students there were on campus. It was my pleasure to take one or two under my wings and help them through their first classes. They are usually quite insecure about their abilities and with a little extra encouragement do wonderfully. They have a lot to offer in terms of life experiences.
- Harper helped me more indirect related than direct related in my present job. Although I plan to return to Harper to expand my career goals. I met many new friends at Harper, domestic and international.
- I enjoyed my experience at Harper College because I got involved with people there and did not just come to classes and mind my own business and leave right away. I really feel it was a quality education that you just cannot receive at any junior college. The buildings are also very comfortable since they are not old like most colleges.

Other Comments (continued)

- I found, after entering Southern University, that my mathematics background was lacking compared to students having taken "equivalent" courses elsewhere. Specifically calculus and differential equations.
- I do not have any serious problems about the level of difficulty as a whole but I found a number of times when I really did not deserve as high a grade for a class as I did get.
- I did not get involved with anything at Harper.
- In a nutshell, I enjoyed going to Harper and there are times I wish it were a four-year university.
- Try putting a bar or lounge in Building A to stimulate more student involvement, most students at Harper are older than 21.
- A very good college, Harper helped me to prepare for entering a major university by creating more of a "small" college atmosphere instead of the community college atmosphere - less rigorous.
- I believe night courses should require more homework. I found myself and others would become lax in our studies when we did not have any work that would be due that forces you to study.
- I enjoyed Harper College very much. I feel I made the right college choice. In the past I have recommended Harper to others, and will continue to do so in the future.
- Counseling services are extremely poor.
- I have to express myself on only one dissatisfaction of Harper. In the summer one year, I took English with one instructor. I quickly dropped the class after being cut down constantly and have my English papers read in front of the class and being criticized for them in front of everyone. When the instructor said to me, "You are not good in English" and I tried to explain to her that I get good grades in English, she had the nerve to ask me who my teacher had been. I figured that I did not need to be cut down in front of everyone so I dropped the class. I want you to know that I was not the only one that this instructor cut down. This instructor did it to whomever the instructor did not like. I enjoyed Harper very much and benefited from all my classes. Some of my teachers I really enjoyed were Ben Dallas, John Gallagher, Charles Joly and Greg Naples. Thank you for hearing me out.
- I think Harper was an excellent junior college. It had everything I needed and more. I went back full time at a later age - 26 - so I was not involved with many of the curricular activities because of age and no time. I was also working full time. On the whole the school was excellent and is always getting better. Also except for financial aid re: scholarships, making it very difficult to get any.
- A top school, all the way around.
- Most of the teachers I had were very good, they helped me not only academically but on a personal level as well.
- I am glad I made the choice of going to Harper before going on to a four-year school.
- Harper is a very good school. I am glad I went there. The instructors are of the highest quality. I keep a good GPA and it was earned, not given. That makes me feel proud of my achievements while at Harper.
- Helped me establish ground floor - 2-year degree - to be able to continue in a four-year college.
- Instructor accessibility was great. Strong math department (particularly Dr.Schooley). Need to better publicize scholarship opportunities inside and outside of Harper. Limited cost to students a definite plus.
- I wish Harper would become a four-year college.
- Courses unchallenging - unstimulating - felt many times like they were a total waste of time.
- I really like the instructors Harper has and most of them were very helpful, as far as out-of-class help on my studies.

Other Comments (continued)

- I felt that my physics class was well planned and provided good experience in lab procedures. Math courses some times lack difficulty, not enough practical examples. Examples of this would include heat transfer equations as applied with differentials equations.
- Harper has an excellent faculty.
- Very good place to start. I am now working on my masters in public administration at Governors State University. My mother, Elgie goes there and my brothers, Tim, just started. Joe went, my sister Robin took aerobics at Harper on summer breaks from Marycrest, Iowa, where she graduated last May. Now Robin is going to medical school in Salt Lake City, Utah - pre-med.
- I got out of Harper exactly what I wanted, some more knowledge about art and a degree.
- The academics are excellent. I entered pharmacy school and feel that I know even more than other students because of my education at Harper.
- Overall, I was fairly pleased with my two years there. It has great potential for being even better.
- Harper is an excellent community college. The activities, facilities, the way the campus is arranged are all high quality. My only complaint is what I stated before. The level of difficulty at Harper did not compare with the level of difficulty of classes at University of Illinois. I was not as prepared as perhaps I should have been to transfer.
- I feel Harper College is a quality institution and provides students with a fine education to transfer to other universities.
- Harper was very valuable to me in helping me to decide what I wanted to do for a career.
- I found the use of the gym to be beneficial. The education I received from Harper was excellent with one notable exception.
- Academically, I feel Harper prepared me quite well. It suited my purposes well since I financed 100 percent of my education. This is also a reason I was not involved at Harper.
- An organized business organization for students - poor teachers.
- I think Harper is a good stepping stone to four-year schools. The costs to students are quite reasonable.
- I would like to make a comment about the tutors there at Harper. I had seen a tutor only once and once was enough. I felt like I knew more than the tutor. My sister is currently enrolled in classes where she needs to see a tutor for help once in a while. She went a couple of times and was not satisfied with the results. I know that they are there to help, but shouldn't they know what is expected from most of the staff, instead of what they learned from their instructors?
- I think Harper is a very good school due to the faculty. Students interaction is poor and I do not know why on the whole. This is not to say I did not meet many nice people.
- Harper is an excellent school - too bad it is not a four-year college.
- I think Harper prepared me very well for my engineering education at UIC. I would like to note some fine teachers - Bob Campbell, Ray Moerlin, Jordan Seidband (RET), and also I could never have made it to a four-year college without Harper. Thanks!
- I was an older returning student. I found the basic required courses useless, filled with students out of high school who did not care. Other classes were, for the most part, extremely well done. Atmosphere very conducive to learning and well presented material.
- An excellent experience. I felt I was adequately prepared to enter a four-year university and that the level of performance required at Harper was in keeping with expectations at a four-year institution.
- Good learning experience.

Other Comments (continued)

- Since graduating from Harper and attending Roosevelt (N.W. Campus), I have a greater appreciation of Harper and its teachers. At Roosevelt I pay approximately $500 a class whereas at Harper the cost is about $70. On the whole I must say that Harper provides a better education and is more accommodating to students. I miss Harper!
- Harper is a good school - keep up the good work!
- I wish I had known more about Harper's transfer program because I would have come straight to Harper right after graduating from high school instead of going to a university right away. Harper was an excellent bridge to higher education.
- Courses and faculty at Harper were very good while I attended full time from 1975-1977. After transferring to a four-year college, I wished I had attended a four-year college all four years.
- I enjoyed my studies and got very much out of my program. I would tell any person wanting to go to college to give Harper a good look.
- I cannot stress enough how helpful the faculty were as I have returned to Harper after ten years. The classes were well organized and taught. I may be at Elmhurst now, and graduated from Rush Presbyterian St. Luke's, but my foundation was built at Harper.
- Harper College is an excellent school and I hope it brings many good years to future students.
- All in all, I would, and have, recommended Harper for incoming freshmen.
- As I was attending part time while working full time, I was not involved with the extras offered by the College. Overall, I think Harper is a fine institution.
- Generally a very good school. It helped prepare me for further education very well. The teacher's point of view and general work experience were very helpful.
- Harper is regarded as a prominent junior college in academics.
- Overall a good school - my biggest grips were not enough courses offered at night and the parking lot needs major improvement.
- Steve Suvade was a great teacher and friend to me. He gave me the skills I needed and the push and self-confidence to try new things. All of this has resulted in my participation in this field I have always wanted to be in. Without him I would probably be in retail sales and very unhappy.
- I found the College to be segregated into high school factions. Those who attended Hersey, Prospect, or any other school seemed to stay together in little groups. There was little cohesiveness.
- Build your Engineering Mechanics Department larger and stronger - build it around Bill Punkay and Bill Campbell.
- I feel that more emphasis should be put on requirements needed to transfer to specific four-year institutions.
- I am glad I attended Harper College. The faculty was very qualified as teachers in the specified fields or class. I had only wished that Harper would be a four-year university so that I could continue my education there for a bachelors degree.
- I was not motivated. I just wanted to get out of there and move on in life.
- I think Harper is an outstanding beginning for students not ready to go to a university.
- I believe you might aid the students there more by requiring counseling more often and having tougher courses. Personally, I did not find them at all challenging and perhaps the students may suffer from it as a result. This is my personal experience, but I have found it to be true of a few of my friends at other community colleges, too.
- Harper should be a four-year college!
- I think Harper is an excellent college. I would like to see it offer more clubs and activities for their students.

Other Comments (continued)

- I enjoyed my time at Harper and I felt that I left with a more educated outlook and this helped in my transfer to Elmhurst College.
- I liked Harper and recommended it to my three brothers who attended and also to several friends.
- Harper is a very fine institution that gives a second chance to those high school students who did not have good enough grades to get into a four-year school. It gives the student a chance to mature, raise his grades, and get his life together before investing large amounts of money on a four-year school that may end up being a waste.
- What about fraternal societies? Something needs to be done to create a "happier" student body.
- Most of the teachers I had at Harper were informative and helpful, but on the whole, it seemed the general ed teachers (English, math, humanities, science) were more enthusiastic and dedicated than were my general business teachers. It would have been more productive if these business teachers could have conveyed more enthusiasm about their chosen teaching fields; the business world can be a very exciting place to work, and so should also be one to teach.
- I consider Harper a definite asset to the community.
- I find the teachers and their attitudes towards their jobs to be excellent. I like very much the age ranges of the people attending the school. It adds very much to the understanding of the world outside the specific subjects. I study classes at Harper just for my personal interest - music, sciences, Spanish, and feel lucky to have a school of such high quality at my disposal. Once again I feel the teachers I have had here to be superb. Also the music programs (concerts, etc.) are quite enjoyable and diverse.
- It has been a good learning experience for me and very helpful to my success in the business world.

Summary of Other Comments

	1981		1983		1985	
	N	PCT	N	PCT	N	PCT
Positive Comments	81	49.1	99	70.2	108	73.4
Mixed Comments	36	21.8	19	13.5	0	0
Negative Comments	48	29.1	23	16.3	39	26.6
	165	100.0	141	100.0	147	100.0

Comment Summary — Types of Comments Mentioned More Than Ten Times

Type of Comments	Times Mentioned 1981	1983	1985
Overall Experience - 90% very positive	89	73	42
Full-Time Faculty - Over 85% very positive	35	40	21
Student Services - Mostly negative	24	39	10
Harper as a stepping stone to a four-year college - 80% very positive	21	23	19
Value of specific academic program - two-thirds positive	--	19	16
Counseling - Negative	11	10	3
Campus Environment - Mixed	--	9	5
Financial advantage of attending Harper - Positive	12	7	5
Interaction with other students and staff on campus - mostly positive	12	6	7
Wished Harper would become a four-year college - positive	15	11	8
Demands and challenges of courses and toughness of grading - mostly negative	--	--	8
Finding direction in life - positive	--	--	2
Course schedule - negative	--	--	1

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1979	1981	1983	1985	1979	1981	1983	1985
Percent remaining in an identical field					37.2	24.8	31.2	27.2
Percent remaining in an identical or closely related field					64.6	51.4	54.5	51.3
Present Status								
Employed full time, not in college	0	0	0	0	15.1	21.6	24.0	31.0
Employed full time, enrolled part time	39.3	38.9	31.5	47.6	2.8	3.8	2.3	6.9
Employed full time, enrolled part time	9.8	2.8	3.6	2.4	.9	3.1	1.6	2.1
Enrolled full time, employed part time	12.5	17.6	18.9	19.1	24.1	19.1	17.5	17.0
Enrolled full time, not employed	10.7	11.1	11.7	2.4	46.7	37.6	45.3	31.7
Enrolled part time, employed part time	14.3	19.4	22.5	21.4	.5	1.4	1.9	1.8
Employed part time, not in college	0	0	0	0	4.2	7.7	4.2	3.7
Enrolled part time, not employed	13.4	10.2	11.7	7.1	1.4	1.6	.5	.5
Armed Services	0	0	0	0	0	.5	.2	0
Unemployed, but seeking employment	0	0	0	0	.9	2.3	1.1	2.3
Homemaker	0	0	0	0	1.0	.7	.9	1.4
Other unemployed	0	0	0	0	1.9	.7	.5	1.6
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	112	108	111	42	212	575	570	435
Percent still at Harper	34.6	15.8	16.3	8.8				
Educational Goals								
Presently enrolled full time	33.0	31.5	34.2	23.8	71.7	59.5	64.4	50.8
Presently enrolled part time	67.0	68.5	65.8	76.2	4.7	5.9	4.7	9.2
Plan to return to college next year	0	0	0	0	8.0	16.1	13.7	10.6
Plan to return to college some day	0	0	0	0	6.6	7.7	6.5	15.0
Presently enrolled in specific training program	0	0	0	0	.5	1.0	.5	.5
No plans to continue education	0	0	0	0	3.8	2.3	4.6	7.4
Educational plans unknown	0	0	0	0	4.7	7.1	5.6	6.5
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	112	108	111	42	212	574	570	435

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
Graduation Status	1979	1981	1983	1985	1979	1981	1983	1985
A.A. Degree	39.3	4.6	11.7	30.9	43.1	34.2	35.3	42.1
A.S. Degree	14.3	11.6	5.4	14.3	21.8	26.0	22.1	20.0
A.A. S. Degree	4.4	1.9	2.7	2.4	6.6	1.7	3.0	2.8
AlS Degree	0	0	0	0	.5	0	.3	.2
Combination of Degrees	2.7	.9	0	3.6	2.8	1.7	1.4	3.0
Certificate	.9	2.3	.9	3.6	.5	.5	.2	.8
No Degree	38.4	78.7	79.3	45.2	24.7	35.9	37.7	31.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	112	108	111	42	211	574	570	434
Job Information								
Business or Finance	24.5	17.5	16.1	11.9	17.2	11.2	17.1	15.3
Office or Clerical	19.3	6.6	5.8	15.0	9.4	12.8	11.1	15.3
Retail Stores - Sales	8.8	12.1	10.3	7.9	20.3	13.1	9.8	10.3
Food Services	3.5	13.9	6.9	7.9	11.7	10.2	12.0	7.8
Sales	10.5	4.8	9.2	10.5	2.4	7.4	10.4	7.7
Health Fields	5.3	3.0	5.8	18.4	7.0	4.8	4.5	6.5
Trades	7.0	0	6.9	2.6	10.9	5.1	5.1	6.1
Engineering or Related Technology	3.5	6.0	4.6	11.9	3.1	4.1	2.7	4.8
Computer Field	—	6.6	1.1	3.2	—	2.2	4.5	3.9
Communications and Entertainment	0	0	1.1	0	3.1	2.7	3.3	3.8
Factory - Semiskilled	3.5	8.5	4.6	2.6	3.1	7.0	2.1	3.7
Educational	3.5	6.0	5.8	3.5	6.3	2.8	3.9	3.4
Unskilled, Custodial	—	1.2	4.6	0	—	6.7	3.4	3.3
Social or Religious	2.6	2.4	4.6	0	0	1.9	0	2.4
Arts or Humanities	.9	2.4	1.1	0	0	1.6	1.2	1.7
Transportation	—	1.8	5.8	0	—	2.5	1.4	1.5
Police, Fire, Security	—	3.6	0	0	—	.9	3.4	.7
Scientific	5.3	0	2.3	1.4	0	1.1	0	.7
Environmental or Agricultural	0	1.2	2.3	0	.5	.3	1.4	.6
Legal, Governmental or Political	1.8	2.4	1.1	3.2	4.7	1.6	2.7	.5
Other	0	0	0	0	0	0	0	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	57	83	87	38	64	316	292	270

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Relatedness of Job to Major Field at Harper	Degree of Relatedness	Alumni Remaining at Harper After Attaining Alumni Status 1979	1981	1983	1985	Alumni Leaving Harper After Attaining Alumni Status 1979	1981	1983	1985
Identical	3	10.6	12.0	13.8	26.3	16.7	6.5	9.9	13.0
Closely Related	2	29.4	22.9	17.2	13.2	16.6	14.9	15.4	20.0
Somewhat Related	1	24.7	19.3	18.4	39.5	17.7	23.9	17.1	24.4
Not Related	0	35.3	45.8	50.6	21.0	49.0	54.7	57.6	42.6
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		85	83	87	38	102	322	292	270
Degree of Relatedness		1.15	1.01	.94	1.45	1.01	.73	.78	1.03

Status Level	Status Index	1979	1981	1983	1985	1979	1981	1983	1985
Unskilled Labor	1	10.7	9.8	8.1	2.7	15.8	12.2	7.2	6.8
Semi-skilled	2	23.8	34.1	34.9	31.1	26.7	33.0	27.4	24.7
Technician, Skilled Labor or Foreman	3	22.6	15.3	18.6	13.5	13.9	18.6	16.1	16.2
Beginning Professional	4	29.8	25.6	26.7	31.1	33.7	31.1	38.4	43.8
Experienced Professional or Second Line Supervisor	5	11.9	15.2	10.5	21.6	8.9	4.8	9.9	7.3
Creative Scientist, Researcher or Upper Middle Management	6	1.2	0	1.2	0	0	.3	.3	.8
Vice President or Higher	7	0	0	0	0	1.0	0	.7	.4
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses		84	82	86	37	101	312	292	265
Mean Index Level		3.12	3.02	3.00	3.38	2.97	2.84	3.20	3.24

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Annual Salary	Alumni Remaining at Harper After Attaining Alumni Status 1979	1981	1983	1985	Alumni Leaving Harper After Attaining Alumni Status 1979	1981	1983	1985
Under $5,000	2.1	2.4	2.6	0	0	0	3.7	.8
$ 5,000 to $ 6,999	0	0	6.5	0	0	0	3.0	2.6
$ 7,000 to $ 8,999	10.4	0	14.3	0	8.3	4.3	9.3	1.7
$ 9,000 to $ 9,999	16.7	7.3	9.1	0	13.9	5.8	8.5	3.4
$10,000 to $11,999	18.7	9.8	10.4	7.2	19.4	14.4	18.1	13.6
$12,000 to $14,999	14.6	24.4	16.9	21.4	16.7	25.2	20.0	17.8
$15,000 to $19,999	22.9	26.9	18.1	21.4	27.8	29.5	18.9	26.3
$20,000 to $24,999	6.3	17.1	11.7	21.4	8.3	12.9	10.7	23.7
$25,000 to $30,000	8.3	2.4	7.8	7.2	2.8	4.3	4.4	5.9
$30,000 to $40,000	0	7.3	2.6	0	2.8	2.2	3.0	2.5
Over $40,000	0	2.4	0	0	0	1.4	.4	1.7
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Salary	$14234	$18039	$14760	$20643	$14500	$16540	$14683	$17750
Median Salary	$12429	$15545	$12808	$20000	$13500	$15000	$13111	$16774
Number	48	41	77	14	36	139	270	118

Job Location	Distance Index							
Downtown Chicago	2	7.0	2.4	3.4	7.9	4.0	4.7	3.4	8.0
Outer fringes of Chicago	1	5.9	5.3	4.6	2.6	12.0	2.5	3.9	3.5
Harper District	0	75.3	79.2	85.1	81.6	33.0	71.0	76.9	68.5
Other Chicago Suburbs	1	10.6	8.9	5.7	2.6	22.0	9.6	7.5	8.0
Within 40-100 miles	3	1.2	4.2	1.2	5.3	13.0	5.9	2.5	7.2
100 - 500 miles away	4	0	0	0	0	13.0	4.4	1.7	3.0
More than 500 miles	5	0	0	0	0	3.0	1.9	4.1	1.8
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Distance Index		.34	.32	.21	.37	1.48	.66	.53	.70
Number		85	84	87	38	95	321	292	270

Educational Data

Class Level	Index Level	Alumni Remaining at Harper After Attaining Alumni Status 1979	1981	1983	1985	Alumni Leaving Harper After Attaining Alumni Status 1979	1981	1983	1985
Freshman	1	.9	0	1.8	0	.6	.3	.3	.8
Sophomore	2	50.0	62.2	57.3	40.5	2.5	4.4	5.8	1.5
Junior	3	40.2	26.3	34.6	34.5	68.3	72.3	78.9	49.4
Senior	4	8.0	4.8	1.8	9.5	28.0	21.1	13.0	43.6
Graduate School	5	0	4.8	1.8	11.9	.6	1.0	1.0	3.5
Professional School	5	0	0	.9	0	0	.3	1.0	.8
Other	NI	.9	1.9	1.8	3.6	0	.5	0	.4
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Index		2.56	2.51	2.41	2.93	3.25	3.19	3.11	3.49
Number of Responses		112	104	110	42	161	382	394	257

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Present Major Field	Alumni Remaining at Harper After Attaining Alumni Status 1979	1981	1983	1985	Alumni Leaving Harper After Attaining Alumni Status 1979	1981	1983	1985
Business	35.3	28.2	28.9	30.9	38.0	35.0	35.6	32.2
Engineering and Technology	17.6	13.1	17.1	16.6	8.1	10.4	7.4	13.1
Biological Sciences	5.9	2.3	3.6	2.4	6.8	4.2	5.0	6.4
Psychology	2.9	3.3	3.6	0	2.6	4.4	5.8	6.2
Other Social Sciences	2.9	1.9	2.7	0	3.8	5.4	6.5	4.9
Health Fields	8.8	8.9	10.8	23.8	6.0	5.0	4.1	4.3
English, Literature and Speech	0	0	0	0	1.7	3.0	3.0	4.0
Art	5.2	4.7	4.5	2.4	5.1	3.5	3.0	3.9
Education	2.2	3.0	2.7	2.4	6.0	5.4	7.8	3.8
Computer Science	0	5.6	2.7	0	1.7	4.3	4.1	3.7
Journalism	0	.2	2.7	2.4	3.0	2.6	6.6	3.5
Humanities and Liberal Arts	10.3	16.3	9.0	7.1	2.1	1.8	1.8	3.5
Math	0	1.4	2.7	0	1.7	1.3	1.3	2.0
Physical Education and Recreation	1.5	0	0	2.4	1.7	3.1	2.3	1.9
Agriculture and Conservation	0	1.9	0	2.4	2.6	.8	.3	1.4
Physical Science	5.9	1.9	2.7	0	.9	3.4	.5	1.2
Home Economics	0	.5	0	2.4	2.6	1.1	1.3	1.2
Music	1.5	1.9	4.5	2.4	2.1	1.0	2.0	1.2
Law Related	0	2.8	.9	0	2.6	2.5	.5	.6
Food Service	0	0	.9	0	0	.1	.5	.6
Architecture	0	0	0	0	0	.5	.5	.4
Language	0	2.1	0	2.4	.9	1.2	.1	0
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Responses	68	107	111	42	117	382	393	256

Degree of Relatedness of Present Major to Major at Harper	Relatedness Index							
Identical	3	52.1	57.4	68.3	43.5	44.4	34.4	41.1	37.8
Closely Related	2	27.4	14.9	13.4	33.9	31.5	33.3	27.4	28.6
Somewhat Related	1	15.0	16.8	5.8	9.7	14.8	21.9	20.6	19.7
Not Related	0	5.5	10.9	12.5	12.9	9.3	10.4	10.9	13.9
		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Relatedness Index		2.26	2.19	2.38	2.08	2.11	1.92	1.99	1.90
Number of Responses		73	101	104	31	162	381	394	259

Data Section Comparing Alumni Leaving Harper Versus Alumni Remaining at Harper for a Third Year (continued)

Cost of Present College	Alumni Remaining at Harper After Attaining Alumni Status				Alumni Leaving Harper After Attaining Alumni Status			
	1979	1981	1983	1985	1979	1981	1983	1985
Less than $500	33.3	34.0	30.4	15.0	0	2.9	1.8	2.8
$ 500 to $ 1,000	20.9	41.3	38.2	40.0	2.7	2.9	.8	2.1
$ 1,000 to $ 1,500	6.3	9.3	18.6	10.0	2.7	6.4	2.6	2.1
$ 1,500 to $ 2,000	6.2	8.2	6.9	5.0	3.5	5.6	3.1	5.0
$ 2,000 to $ 2,500	6.3	1.0	2.9	10.0	8.8	5.9	4.7	3.6
$ 2,500 to $ 3,000	6.2	1.0	0	5.0	17.7	6.2	8.4	2.8
$ 3,000 to $ 4,000	12.5	2.1	2.0	0	35.4	21.6	16.7	12.8
$ 4,000 to $ 5,000	6.2	1.0	0	10.0	15.0	21.1	21.7	17.7
$ 5,000 to $ 6,000	2.1	0	0	0	14.2	14.2	20.1	18.4
$ 6,000 to $ 7,000	0	2.1	1.0	5.0	0	7.8	6.5	16.3
$ 7,000 to $ 8,000	0	0	0	0	0	4.0	5.2	3.6
$ 8,000 to $ 9,000	0	0	0	0	0	.8	3.4	5.7
$ 9,000 to $10,000	0	0	0	0	0	.3	2.4	1.4
$10,000 to $12,000	0	0	0	0	0	.3	2.6	3.6
Over $12,000	0	0	0	0	0	0	0	2.1
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Mean Annual Cost	$1590	$976	$929	$1695	$3496	$3927	$4715	$5165
Number of Responses	48	97	102	20	113	374	383	141

University of Illinois - Champaign
Harper Transfer Compared to Other Groups of Students

Starting Fall Year	Number Starting	College	First Term GPA	Second Term GPA	Third Term GPA	Fourth Term GPA	Graduating PCT After Four Terms	Retention Ratio After 4 Terms	Pre-Transfer GPA
1983	49	Harper	3.68	3.79	3.82	3.80	36.7	.82	4.23
1983	808	All Community Coll. Transfers	3.69	3.81	3.96	4.02	40.0	.78	4.30
1983	528	All 4-year Coll. Transfers	3.88	3.93	3.99	4.01	38.1	.82	4.20
1983	4,629	All Natives	3.94	4.03	4.10	4.10	70.5	.90	3.96
1984	44	Harper	3.64	3.65	3.72	3.86	36.4	.91	4.18
1984	835	All Community Coll. Transfers	3.67	3.75	3.85	3.93	38.2	.82	4.28
1984	540	All 4-Year Coll. Transfers	3.88	3.97	3.99	4.04	38.5	.83	4.20
1984	4,588	All Natives	3.98	4.02	4.04	4.05	57.8	.91 After Three Terms	3.98
1985	48	Harper	3.72	3.89	3.93			.83	4.20
1985	864	All Community Coll. Transfers	3.65	3.79	3.82			.83	4.25
1985	570	All 4-Year Coll. Transfers	3.88	3.96	4.00			.84	4.17
1985	4,541	All Natives	3.92	4.01	4.04			.95 After One Term	3.96
1986	44	Harper	3.66					.95	4.29
1986	674	All Community Coll. Transfers	3.71					.96	4.28
1986	394	All 4-Year Coll. Transfers	3.94					.97	4.20
1986	4,850	All Natives	3.98					.99 After Four Terms	3.99
Total	185	Harper	3.68	3.78	3.77	3.83	36.6	.86	4.22
Total	3,181	All Community Coll. Transfers	3.68	3.78	3.90	3.97	39.1	.80	4.28
Total	2,032	All 4-Year Coll. Transfers	3.89	3.95	3.99	4.03	38.3	.83	4.19
Total	18,608	All Natives	3.96	4.02	4.07	4.08	64.2	.91	3.97

University of Illinois at Champaign
Harper Transfers versus Other Groups as to GPA by Discipline

Discipline	Harper Transfers N	Harper Transfers GPA	All Community College Transfers	All Four Year College Transfers	Native Students	Diff. in GPA Between Harper and Other Groups 1983-1986	1983 1986 Rank	Diff. in GPA Between Harper and Other Groups 1980-1985	1980 1983 Rank	Average Rank
Physical Sci.	432	3.45	3.58	3.69	3.88	- .80	10.5	-1.06	11	10.75
Education	197	4.14	4.29	4.44	4.49	- .80	10.5	- .17	5	7.75
Foreign Languages	308	3.87	3.86	4.02	4.17	- .44	7	- .36	8	7.5
Math and Computer Science	479	3.36	3.55	3.56	3.69	- .72	9	- .19	6	7.5
Fine and Applied Arts	250	4.25	4.08	4.44	4.34	- .10	2	-1.14	12	7.0
Biological Sciences	101	3.67	3.65	3.78	3.89	- .31	4.5	- .46	9	6.75
Human Resources	99	3.70	3.93	4.13	4.20	-1.16	12	+ .86	1	6.5
Social Science	579	3.71	3.71	3.99	4.01	- .58	8	+ .04	4	6.0
Engineering	1189	3.89	3.87	4.05	4.06	- .31	4.5	- .21	7	5.75
Agriculture	111	4.34	4.03	4.09	4.15	+ .75	1	- .86	10	5.5
English and Humanities	475	3.95	3.95	4.10	4.15	- .35	6	+ .17	3	4.5
Business and Commerce	642	3.80	3.76	3.95	3.96	- .27	3	+ .27	2	2.5
All Courses		3.76	3.80	3.96	4.02	- .50		- .24		

Harper Transfers versus Other Groups at Various Illinois Public Universities as to GPA

University	Harper College N	Harper College GPA*	Other Community Colleges GPA*	Four-Year College Transfers GPA*	Native Students GPA*
University of Illinois Circle - Fall 1985	237	2.60	2.40	--	--
Southern Illinois University - 1985-1986	252	2.58	2.76	--	2.50
Western Illinois University, Spring 1986	104	2.67	2.72	2.78	2.54
Eastern Illinois University, Spring 1986	143	2.52	2.73	2.79	2.75
Northern Illinois University, Fall 1986	575	2.72	2.73	2.70	2.60

*GPA computed on a four point scale -- 4 = A
3 = B
2 = C
1 = D
0 = F

GPA at Southern Illinois University by Discipline

Discipline	Harper Tranfers N	Harper Tranfers GPA	All Community College Transfers	Native Students	Difference in GPA
Agriculture	71	3.28	2.97	2.93	+.65
Human Resources	56	3.03	2.79	2.63	+.64
Sciences	97	2.29	2.24	2.31	+.03
School Tech Careers	163	3.01	3.10	2.91	+.01
Communication and Fine Arts	194	2.80	2.84	2.79	-.03
Business and Administration	176	2.32	2.39	2.44	-.19
Education	133	3.21	3.48	3.27	-.33
Liberal Arts	244	2.30	2.48	2.46	-.34
Engineering and Technology	201	2.44	2.77	2.72	-.61

GPA at Western Illinois University by Major Field*

Major Field	Harper Transfers N	Harper Transfers GPA	Other Community Colleges	Four-Year College Transfers	Native Students	Difference in GPA
Sociology and Anthropology	17	3.18	2.81	2.91	2.54	+1.28
Law Enforcement	16	2.84	2.82	2.77	2.50	+ .43
Computer Science	13	2.92	2.85	2.84	2.73	+ .34
Psychology	23	2.57	2.58	2.56	2.27	+ .30
Sciences	24	2.20	2.18	2.25	2.06	+ .11
Marketing	16	2.85	2.82	2.80	2.84	+ .09
Economics	14	2.28	2.18	2.38	2.21	+ .07
English & Journalism	27	2.66	2.65	2.87	2.49	- .03
Mathematics	31	2.17	2.17	2.35	2.10	- .11
Physical Education	23	3.07	3.16	3.15	3.17	- .27
Health Sciences	23	2.70	2.76	3.10	2.54	- .30
Other Social Sciences	19	2.40	2.59	2.71	2.32	- .42
Communication Arts and Sciences	12	2.43	2.67	2.64	2.66	- .68
Performing Arts	15	2.69	2.88	3.02	2.85	- .68
Accountancy	15	1.81	2.08	2.12	2.05	- .82
Management	22	2.62	2.96	3.00	2.86	- .96

*Only major fields with more than ten Harper students were considered

Statewide Longitudinal Study of Students Transferring from Two-Year Colleges in Illinois to Four-Year Colleges in Illinois

Students Transferred in Fall 1979 with at Least Twelve Credit Hours
Students were Followed for Five Years
Final Report Issued in May 1986

	Harper College Transfers	All Illinois Two-Year College Transfers
Number	669	9,757
Percent with AA or AS Degree	35.6	31.2
Pre-Transfer GPA	2.98	3.04
First Term GPA after Transfer	2.62	2.55
GPA after Five Years	2.74	2.66
Percent Graduating with a Bachelors Degree after Five Years	60.5	53.8
Percent Persisting After Five Years (Graduated or Still Enrolled)	63.5	56.8

APPENDIX

Survey Instrument

- With Cover Letter

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Winter/Spring 1986

Dear Alumnus:

We are following every alumnus (48 hours or more) of Harper College, and we would like to know what you are now doing and your evaluation of Harper. We would like to secure this information again in three and five years after you leave Harper College.

In order for Harper to properly evaluate itself and maintain itself as a quality institution, it is essential to have good information on its former students. Any information you supply will be kept strictly confidential among appropriate college administrators.

We will greatly appreciate your response to the enclosed questionnaire. A stamped self-addressed envelope is enclosed for your convenience.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

Enclosure
jc

HARPER COLLEGE ALUMNI FOLLOW-UP QUESTIONNAIRE

Please give a permanent address where you can always be reached.

_____

_____

_____

This questionnaire contains the following sections:

General Status, Employment, Present Education
and Evaluation of your experience at Harper

Read the following items carefully and for each mark a check (✓) on the line beside the most appropriate alternative. Mark only one alternative per item unless otherwise stated.

GENERAL STATUS

I. Major field while at Harper.

_____ 1. Architecture
_____ 2. Art
_____ 3. Biological Science
_____ 4. Business
_____ 5. Communications
_____ 6. Education
_____ 7. Engineering
_____ 8. Humanities and Liberal Arts
_____ 9. Mathematics
_____ 10. Music
_____ 11. Physical Education and Recreation
_____ 12. Physical Science
_____ 13. Pre-Law
_____ 14. Pre-Medical
_____ 15. Psychology
_____ 16. Other Social Science

II. What is your present status?

_____ 1. I am employed full time but am not enrolled in college.
_____ 2. I am employed full time and am enrolled in college part time.
_____ 3. I am employed full time and am enrolled in college full time.
_____ 4. I am enrolled in college full time and am employed part time.
_____ 5. I am enrolled in college full time but am not employed.
_____ 6. I am enrolled in college part time and employed part time.
_____ 7. I am employed part time but am not enrolled in college.
_____ 8. I am enrolled in college part time but not employed.
_____ 9. I am in the Armed Forces.
_____ 10. I am unemployed and not enrolled in college but am seeking employment.
_____ 11. I am a homemaker not employed nor enrolled in college.
_____ 12. I am not employed nor enrolled in college for some other reason such as illness or in transition, etc.

III. What are your present educational goals?

_____ 1. I am presently enrolled full time in a college or university. (This includes Harper)
_____ 2. I am presently enrolled part time in a college or university. (This includes Harper)
_____ 3. I plan within the next year to return to college.
_____ 4. I plan to return to college some day.
_____ 5. I am presently enrolled in a specific training program.
_____ 6. I have no plans at present to continue my education.
_____ 7. My educational plans are unknown at this point.

IV. Did you graduate from Harper?

_____ 1. Yes, with AA degree
_____ 2. Yes, with AS degree
_____ 3. Yes, with AAS degree
_____ 4. Yes, with ALS degree
_____ 5. Yes, with a combination of degrees
_____ 6. Yes, with certificate
_____ 7. No

V. If you did not receive a degree from Harper, indicate why you did not.

_____ 1. I am still enrolled at Harper
_____ 2. I have moved
_____ 3. Family responsibilities
_____ 4. Job demand
_____ 5. New job opportunity
_____ 6. Personal problems
_____ 7. I saw no relationship between the courses and my personal, occupational or educational goals
_____ 8. I have not met all the requirements yet
_____ 9. I had taken all courses I originally wanted to take
_____ 10. Harper offered no further courses I wanted
_____ 11. My educational goals were not defined
_____ 12. I preferred transferring to another college
_____ 13. Had no interest in obtaining an associate degree
_____ 14. Other (specify)_____
_____

EMPLOYMENT

If you are employed full time or part time, please answer the following items:

Name and Address of Employer_____
_____

Job Title _____

VI. How would you classify your present occupation?

_____ 1. Social or Religious
_____ 2. Educational
_____ 3. Legal, Governmental or Political
_____ 4. Sales
_____ 5. Business or Finance
_____ 6. Scientific
_____ 7. Engineering/Related Technology
_____ 8. Retail Store Sales
_____ 9. Unskilled Labor/Custodial
_____ 10. Computer Field
_____ 11. Police/Fire/Security
_____ 12. Communication or Entertainment
_____ 13. Medical Fields
_____ 14. Arts or Humanities
_____ 15. Trades
_____ 16. Factory Semi-Skilled
_____ 17. Office or Clerical
_____ 18. Food Service
_____ 19. Transportation
_____ 20. Agricultural or Environmental
_____ 21. Other (specify)_____
_____
_____
_____

VII. How related is your present job to your major field at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

VIII. Which of the following items best describes your employment status?

_____ 1. Unskilled labor
_____ 2. Semi-skilled labor
_____ 3. Technician, Skilled labor or foreman
_____ 4. Beginning professional
_____ 5. Experienced professional or second line supervision
_____ 6. Creative scientist or researcher or upper middle management
_____ 7. Vice president level or higher

IX. What is your salary range? If part time, use your hourly rate of pay.

_____ 1. Under $5,000 per year or under $2.40 per hour
_____ 2. $ 5,000 - $ 6,999 per year or $2.40 - $3.36 per hour
_____ 3. $ 7,000 - $ 8,999 per year or $3.37 - $4.32 per hour
_____ 4. $ 9,000 - $ 9,999 per year or $4.33 - $4.80 per hour
_____ 5. $10,000 - $11,999 per year or $4.81 - $5.76 per hour
_____ 6. $12,000 - $14,999 per year or $5.77 - $7.20 per hour
_____ 7. $15,000 - $19,999 per year or $7.21 - $9.61 per hour
_____ 8. $20,000 - $24,999 per year or $9.62 -$12.02 per hour
_____ 9. $25,000 - $29,999 per year or $12.03-$14.42 per hour
_____10. $30,000 - $39,999 per year or $14.43-$19.22 per hour
_____11. $40,000 - $49,999 per year or $19.23-$24.03 per hour
_____12. Over $50,000 per year or $24.03 per hour

X. Where is your job located?

_____ 1. Downtown Chicago
_____ 2. Outer fringers of Chicago city limits
_____ 3. Northwestern Suburban Area (Barrington, Hoffman Estates, Schaumburg, Palatine, Rolling Meadows, Arlington Heights, Wheeling, Buffalo Grove, Elk Grove, Mt. Prospect, Prospect Heights)
_____ 4. Outer Chicago area suburbs
_____ 5. Within 40 to 100 miles of Harper College
_____ 6. 100 to 500 miles from Harper
_____ 7. More than 500 miles from Harper

XI. How well did Harper prepare you for your job? Check (✓) the appropriate column by each item.

Preparation	Harper helped me considerably	Harper helped me somewhat	Harper did not help me at all
Specific job knowledge	_____	_____	_____
Technical job skills	_____	_____	_____
Communication skills	_____	_____	_____
Managerial Skills	_____	_____	_____
Maturity and self confidence	_____	_____	_____
Broadened Horizons	_____	_____	_____
Other (specify)_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

(over)

XII. How did you find your job?

_____ 1. The coordinator of my program helped me find it.
_____ 2. Another faculty member helped me.
_____ 3. A friend or relative helped me.
_____ 4. Newspaper ads
_____ 5. Placement test
_____ 6. Employment agency
_____ 7. State job service
_____ 8. Found my job through another source (specify)_____
_____
_____ 9. I found my job all on my own
_____10. I am working on the same job I had since I first enrolled at Harper.
_____11. Another college helped me

EDUCATION

If you are currently enrolled in college full time or part time, please answer the following items:

XIII. Which college or university are you enrolled in?

_____ 1. Northern Illinois
_____ 2. University of Illinois-Circle
_____ 3. University of Illinois - Champaign
_____ 4. Western Illinois
_____ 5. Southern Illinois
_____ 6. Harper
_____ 7. Illinois State
_____ 8. Loyola
_____ 9. Roosevelt
_____10. Illinois Institute of Technology
_____ 11. University of Iowa
_____ 12. Columbia College
_____ 13. Bradley
_____ 14. Northeastern Illinois
_____ 15. Eastern Illinois
_____ 16. Marquette
_____ 17. Elmhurst
_____ 18. DePaul
_____ 19. University of Wisconsin Madison
_____ 20. Trinity College
_____ 21. Arizona State University
_____ 22. Other (specify) _____
_____
_____

XIV. Which of the following best describes your status?

_____ 1. Freshman
_____ 2. Sophomore
_____ 3. Junior
_____ 4. Senior
_____ 5. Graduate
_____ 6. Professional School
_____ 7. Other (specify)_____
_____

XV. What is your major field presently?

_____ 1. Agriculture and Conservation
_____ 2. Architecture
_____ 3. Art
_____ 4. Biological Science
_____ 5. Business
_____ 6. Education
_____ 7. Engineering
_____ 8. English/Literature/Speech
_____ 9. Home Economics
_____10. Humanities and Liberal Arts
_____11. Language
_____12. Law
_____13. Mathematics
_____14. Medical Field
_____15. Music
_____16. Physical Education and Recreation
_____17. Physical Science
_____18. Psychology
_____19. Other Social Science
_____20. Journalism
_____21. Computer Science
_____22. Food Service
_____23. Other (specify)_____
_____

XVI. How related is your present major to your major at Harper?

_____ 1. They are identical
_____ 2. They are closely related
_____ 3. They are somewhat related
_____ 4. They are not related

XVII. What portion of the courses which you took at Harper were you able to transfer? If you do not know for sure, make the best guess you can.

_____ 1. 0-20 percent
_____ 2. 20-40 percent
_____ 3. 40-60 percent
_____ 4. 60-80 percent
_____ 5. 80-90 percent
_____ 6. All but 2 or 3 courses
_____ 7. All but one course
_____ 8. Transferred all courses

XVIII. What is your approximate cumulative grade point average on a 4.0 basis at the college you now attend? Check (✓) the closest GPA.

A -----	_____ 4.0	_____ 3.8	_____ 3.6	_____ 3.4	_____ 3.2
B -----	_____ 3.0	_____ 2.8	_____ 2.6	_____ 2.4	_____ 2.2
C -----	_____ 2.0	_____ 1.8	_____ 1.6	_____ 1.4	_____ 1.2
D -----	_____ 1.0				

At your present college, have you participated in any honors programs or honor society which you feel are of benefit to you and perhaps should be offered at Harper? If so, please describe. _____

_____

_____

XIX. How much does it cost you or your family per year to attend your present college? Include tuition, books, room and board, and personal expenses.

_____ 1. Less than $500
_____ 2. $ 500 - $1,000
_____ 3. $1,000 - $1,500
_____ 4. $1,500 - $2,000
_____ 5. $2,000 - $2,500
_____ 6. $2,500 - $3,000
_____ 7. $3,000 - $4,000
_____ 8. $4,000 - $ 5,000
_____ 9. $5,000 - $ 6,000
_____10. $6,000 - $ 7,000
_____11. $7,000 - $ 8,000
_____12. $8,000 - $ 9,000
_____13. $9,000 - $10,000
_____14. $10,000 - $12,000
_____15. Over $12,000

Did anything that happened to you at Harper stand out as making the transfer to your present college easier or more difficult? This may include courses taken or not taken, advice or counseling given, difficulty or grading of courses, or any other service received at Harper. If so, please describe.

_____

_____

_____

_____

EVALUATION ITEMS

Please note the following aspects of college as you knew them while at Harper College. Place the appropriate number on the blank preceding the aspect.

1- Excellent
2- Very good
3- Average
4- Borderline Effectiveness
5- Poor or ineffective
* Please check (✓) if you have no basis for rating the aspect

	Harper	College now Attending other than Harper (if any)	
XX.	_____	_____	Teaching faculty
XXI.	_____	_____	Course Selection
XXII.	_____	_____	Admissions Program
XXIII.	_____	_____	Records and Registration
XXIV.	_____	_____	Student activities (lectures, concerts, films. clubs, social events, student government, student publications, game area)
XXV.	_____	_____	Counseling
XXVI.	_____	_____	Illinois job service
XXVII.	_____	_____	Financial Aid
XXVIII.	_____	_____	Health Service
XXIX.	_____	_____	Intercollegiate Athletics
XXX.	_____	_____	Food Service
XXXI.	_____	_____	Intramurals
XXXII.	_____	_____	Learning Resources Center
XXXIII.	_____	_____	Learning Atmosphere
XXXIV.	_____	_____	Other Students
XXXV.	_____	_____	Veterans Office
XXXVI.	_____	_____	Tutor services or study skill improvement courses
XXXVII.	_____	_____	Women's Program
XXXVIII.	_____	_____	Remedial - Developmental courses
XXXIX.	_____	_____	Hearing Impaired Services
XL.	_____	_____	Disabled/handicapped Services
XLI.	_____	_____	Human Potential Course

XLII. Which courses taken at Harper have been of most benefit to you on the job, in college, or in the community? Check (✓) all those that apply.

_____ 1. Anthropology
_____ 2. Architecture
_____ 3. Art
_____ 4. Astronomy
_____ 5. Biology
_____ 6. Career Planning and Development
_____ 7. Chemistry
_____ 8. Child Development
_____ 9. Data Processing
_____ 10. Economics
_____ 11. Education
_____ 12. English
_____ 13. Fashion Design
_____ 14. Foreign Language
_____ 15. General Business
_____ 16. Geology
_____ 17. History
_____ 18. Human Potential Seminar
_____ 19. Humanities
_____ 20. Literature
_____ 21. Mathematics
_____ 22. Mechanical Engineering
_____ 23. Music
_____ 24. Philosophy
_____ 25. Physical Science
_____ 26. Physical Education and Recreation
_____ 27. Physics
_____ 28. Political Science
_____ 29. Psychology
_____ 30. Secretarial Science
_____ 31. Sociology
_____ 32. Speech

XLIII. Which courses taken at Harper have been of least benefit to you on the job, in college, or in your community? Check (✓) all those that apply.

_____ 1. Anthropology
_____ 2. Architecture
_____ 3. Art
_____ 4. Astronomy
_____ 5. Biology
_____ 6. Career Planning and Development
_____ 7. Chemistry
_____ 8. Child Development
_____ 9. Data Processing
_____ 10. Economics
_____ 11. Education
_____ 12. English
_____ 13. Fashion Design
_____ 14. Foreign Languages
_____ 15. General Business
_____ 16. Geology
_____ 17. History
_____ 18. Human Potential Seminar
_____ 19. Humanities
_____ 20. Literature
_____ 21. Mathematics
_____ 22. Mechanical Engineering
_____ 23. Music
_____ 24. Philosophy
_____ 25. Physical Science
_____ 26. Physical Education and Recreation
_____ 27. Physics
_____ 28. Political Science
_____ 29. Psychology
_____ 30. Secretarial Science
_____ 31. Sociology
_____ 32. Speech

XLIV. Are there courses which, had they been included in your curriculum, would have benefited you now on your job, in college, or in your community?

_____

_____

_____

_____

XLV. Was the Learning Resources Center (first and second floor, F Building) of help to you while attending Harper? Check (✓) those that apply.

_____ 1. I very seldom or never used the Center
_____ 2. I found the Center a good place to study
_____ 3. It was easy to find and check out almost all the books I needed
_____ 4. The audiovisual material available in the media section was very helpful
_____ 5. I had trouble getting much of the material I needed
(Explain) _____

_____

_____

_____

_____ 6. Other _____

_____

_____

_____

ACADEMIC COMPUTER USEAGE

XLVI. A- Have you ever used the micro-computer lab in Building H?

_____ YES _____ NO

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ YES _____ NO

If yes, explain _____

_____

B- Have you ever used the micro-computer lab in Building I?

_____ YES _____ NO

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ YES _____ NO

If yes, explain _____

_____

C- Have you ever used the micro-computer lab in Building J?

_____ YES _____ NO

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ YES _____ NO

If yes, explain _____

_____

D- Have you ever used the micro-computer lab at the Northeast Center?

_____ YES _____ NO

If you have, did you ever have any problems using the computer or getting good turnaround time?

_____ YES _____ NO

If yes, explain _____

_____

XLVII. Have you ever used the instructional computer terminals in Building D?

_____ YES _____ NO

If you have, did you ever have problems getting access to the computer or have any problems using the terminal?

_____ YES _____ NO

If yes, explain _____

_____

XLVIII. Describe any other instructional computer facility you have used while at Harper _____

_____

_____

XLIX. Has using the computer or the terminals helped you in your present situation?

_____ 1. Yes, it has helped me (explain)_____

_____

_____ 2. No, it has not helped me (explain)_____

_____

_____ 3. I did not use the computer or terminals at Harper.

STUDENT GOALS AND SERVICES

L. How many times did you change your educational or vocational goals as a result of attending Harper?

_____ 1. More than one major change
_____ 2. One major change
_____ 3. Made only minor change(s)
_____ 4. I am not sure I made a change
_____ 5. Never

Also, if you made changes, check (✓) what services you used.

_____ 1. Counseling
_____ 2. Career Library
_____ 3. Illinois job service
_____ 4. Talk with faculty
_____ 5. Talk with friends or relatives
_____ 6. Specific course helped me
_____ 7. Magazine articles and job opportunity ads.
_____ 8. I made decision all by myself without help
_____ 9. Four-year college literature and catalogs
_____10. Other (specify)_____

_____

LI. How do you feel about the academic advising you received at Harper? Check (✓) those appropriate.

_____ 1. I saw a counselor only as required at registration.
_____ 2. I needed academic advise but did not ask for it.
_____ 3. I readily received help from a counselor.
_____ 4. I had trouble getting the counseling help I needed.
Explain: _____

_____

_____ 5. The advising I received from a counselor was not very helpful to me.
Explain: _____

_____

_____ 6. The advising I received from a counselor was very helpful to me.
Explain: _____

_____

_____ 7. I received helpful advice from a faculty member.
_____ 8. I received advice from a faculty member that was not helpful.
Explain: _____

_____

LII. How do you feel about the Financial Aid Office? Check (✓) those appropriate.

_____ 1. I did not require or qualify for any financial aid.
_____ 2. I might have qualified for financial aid, but I never got around to applying for it.
_____ 3. I applied for financial aid but was turned down. I was very dissatisfied with the operation of the Financial Aid Office.
_____ 4. I applied for financial aid but was turned down. However, I was reasonably satisfied with the performance of the Financial Aid Office.
_____ 5. I received financial aid, but I was not satisfied with the performance of the Financial Aid Office.
_____ 6. I received financial aid, and was very satisfied with the performance of the Financial Aid Office.
_____ 7. The Financial Aid office at Harper helped me secure financial aid at the institution I am now attending.

LIII. Check which student activities or non-classroom experiences were of most benefit to you. If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural Sports
_____ 6. Varsity Athletics
_____ 7. Harbinger
_____ 8. Radio Station - WHCM
_____ 9. Mini courses
_____10. Human Potential Seminars
_____ 11. Point of View
_____ 12. Field trips
_____ 13. Studio Theater
_____ 14. Student Senate, Program Board, etc.
_____ 15. Band, Orchestra or Choral Group
_____ 16. Pom-pon squad
_____ 17. Peer Counseling
_____ 18. Other (specify) _____
_____

LIV. Check which student activities or non-classroom experiences at Harper were of least benefit to you? If not applicable, leave blank. Do not consider counseling.

_____ 1. Guest Speaker
_____ 2. Concerts
_____ 3. Films
_____ 4. Clubs
_____ 5. Intramural Sports
_____ 6. Varsity Athletics
_____ 7. Harbinger
_____ 8. Radio station WHCM
_____ 9. Mini Courses
_____10. Human Potential Seminars
_____ 11. Point of View
_____ 12. Field Trips
_____ 13. Studio Theater
_____ 14. Student Senate, Program Board, etc.
_____ 15. Band, Orchestra or Choral Group
_____ 16. Pom-pon squad
_____ 17. Peer Counseling
_____ 18. Other (specify)_____
_____

LV. Make any other comments you wish to make concerning Harper College.

_____

_____

_____

_____

HARPER EXPERIENCES

LVI. How many hours did you work per week while attending Harper?

_____ 1. I did not work
_____ 2. 1 to 5 hours
_____ 3. 6 to 10 hours
_____ 4. 11 to 15 hours
_____ 5. 16 to 20 hours
_____ 6. 21 to 25 hours
_____ 7. 26 to 30 hours
_____ 8. Over 30 hours

LVII. How would you describe this work?

_____ 1. It was identical to what I am now doing.

_____ 2. It was related or beneficial to what I am now doing.

_____ 3. It was of little benefit to what I am now doing except that it helped pay my way through college.

LVIII. How many hours per week did you spend in student activities or non-classroom experiences such as student publications, government, clubs, etc.?

_____ 1. I did not participate

_____ 2. 1 to 3 hours per week

_____ 3. 4 to 7 hours per week

_____ 4. 8 to 12 hours per week

_____ 5. Over 12 hours per week

LIX. How many hours per week did you spend informally -- such as in bull sessions, in the cafeteria or lounge, playing cards or pool, etc.?

_____ 1. Less than one hour

_____ 2. 1 to 6 hours

_____ 3. 7 to 12 hours

_____ 4. 12 to 20 hours

_____ 5. Over 20 hours

Operational Research Staff

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